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ABSTRACT

This report summarizes an assessment effort that began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a longitudinal study that focuses on the academic achievement and attitudes of students in the St. Louis (Missouri) metropolitan court-ordered desegregation program administered by the Voluntary Interdistrict Coordinating Council. Chapter I is a brief introduction that discusses the initiating court orders, a previous evaluation, and the structure that provided the guidance that resulted in this study. Chapter II discusses the evaluation design and data collection procedures, Chapter III presents the key findings, and Chapter IV contains steps for possible implementation in the next year. Data were collected for students in grades 4, 6, 8, and 10 for students in 16 suburban schools participating in the transfer program and all black students in the integrated, non-integrated, and magnet schools of St. Louis. From the 21 most important findings, several issues are identified. One of the most important is the attitudes of students in the transfer program. Until this study has been replicated over time, firm conclusions cannot be drawn. Nine tables and 16 graphs present study findings. Ten appendices present details about the study methodology and results, student writing samples, and survey forms and contain an additional 155 tables of study results. (SLD)

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Assessment of Student Performance and Attitude

St. Louis Metropolitan Area Court Ordered Desegregation Effort

Report Submitted to:
Voluntary Interdistrict
Coordinating Council

January, 1992

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ASSESSMENT OF STUDENT PERFORMANCE AND ATTITUDE FOR THE ST. LOUIS METROPOLITAN AREA COURT ORDERED DESEGREGATION EFFORT

1991

Robert W. Lissitz
University of Maryland
consultant to the
Voluntary Interdistrict Coordinating Council

EXECUTIVE SUMMARY

This report summarizes the assessment effort which began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a longitudinal study that focuses upon the academic achievement and attitudes of the students in the St. Louis metropolitan court ordered desegregation program administered by the Voluntary Interdistrict Coordinating Council (VICC). The report is organized by first presenting a brief introduction (Chapter I) which covers the initiating court orders, reference to a previous evaluation and the structure that provided the guidance that led to the development and implementation of this assessment study.

The second chapter of this report concerns the evaluation design and data collection procedures. That section details the nature of the students and the instruments used, along with some methodological issues such as pre-transfer equivalence and instrument/curriculum fit. It also has a detailed description of cautionary issues that should be kept in mind. It is followed by Chapter III, which presents the key findings and the discussion of these findings. The final chapter of the report contains a set of next steps for possible implementation next year.

A series of filings resulted in the requirement for the current work being summarized here. The final filing was issued by the U.S. District Court, Eastern Division, on June 8th, 1990, ordering a study that would compare transfer students with those in the magnet schools, integrated and non-integrated schools in St. Louis City. The Court order of June 8th, 1990, not only called for the comparison of these four groups of students on an achievement test and writing exercise, but also called for the development and utilization of an attitude survey to supplement other information. The District Court approved the VICC plans for the assessment design on August 17, 1990. These plans had been developed by the consultant to VICC and modified through extensive discussion (and

some negotiation) with VICC Subcommittee members until they were approved by the entire VICC.

The research design for this study involved collecting data on the four groups of students at grades 4, 6, 8, and 10. Students in the 16 suburban school districts participating in the transfer program, and all black students in the integrated, non-integrated, and magnet schools in the City in these four grades were included in this study. The study is to be a replicated (two separate groups of student cohorts), longitudinal study, continuing for several years, to allow us to see the developmental changes in these same students over time. The study targeted student performance on the mathematics and reading sections of the Stanford Achievement test, and a Writing Assessment activity. The attitude survey gave demographic information about the student's home as well as opinions summarizing a series of personal beliefs. These focused upon such topics as attitudes of school personnel, friends at school, personal work habits, and support from home.

Information was also collected on past achievement on the CTB/McGraw Hill California Achievement Test, and the Cognitive Abilities Test. These variables and socio-economic status as measured by the demographic items were used to adjust performance on the achievement tests. In this way, we attempted to correct for initial differences in the groups that had nothing to do with the school programs themselves.

The full report contains a long list of concerns. A careful interpretation of the results must be made. The concerns include: problems with adjusting for past differences; differences in school districts' curriculum match to the achievement tests; response rates; misuse of calculators by some students; lack of purity of the definition of the four groups with students traveling from school to school; as well as ideas traveling from teacher to teacher; the influence upon performance and attitudes by non-school factors; the selectivity of the outcome measures and the fact that they ignore some very important variables; and that the attitude survey can be faked. For some students, the test taking was not part of the regular testing program, and these students expected no personal consequences from their performnce. This was true of most of the transfer students and could have had a negative impact upon their scores. Finally, most of the transfer students were pulled out of their regular classes to take the tests and the attitude survey, while the city students were assessed in their regular environment and were not, therefore, stigmatized.

The following is a very brief listing of some of the most important comments in the full report. The reader, including school personnel, is cautioned to remember that interpretations are tentative:

1. With few exceptions, the pre-transfer data (known as covariates or adjusting variables) indicate that the magnet students have the highest pre-transfer achievement scores, and the transfer students usually have the second highest set of scores.

2. Nearly all statistical tests are significant, despite the varying sample sizes. In other words, very few of the differences are due to chance. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these non-significant results, they all occur with the most encompassing adjustment (it is labeled V in the full report).

3. In every case, the combination of adjusting variables which used nearly all the pre-transfer information provides the most explanatory power in the attempt to understand the differences between all the students. This analysis is also based upon relatively few students due to missing data.

4. The group identification of the student as enrolled in a non-integrated, integrated, magnet school, or transfer school provides very little explanatory power, even though statistically significant differences exist. In other words, if you use the group in which a student is enrolled to predict the student's performance, you would not be very accurate.

5. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. One reason for this may be that a measure of intelligence is often the most reliable of the set of covariates available. Being more reliable allows one variable to correlate better with another variable.

6. The relatively high performance of the magnet school group greatly lessens when adjusted for prior ability. In other words, students who enter as higher ability students tend to continue demonstrating higher performance.

7. In many cases the achievement of non-integrated and integrated students moves to more closely approach that of magnet students when corrected for prior differences.

8. In contrast to the previous observation, the transfer student achievement tends to be lower relative to the other groups when adjusted for prior differences, with the exception of 10th grade. Some exceptions also occur with 8th grade mathematics.

9. In nearly all cases, the uncorrected performance by magnet students is highest.

10. The rank order of mean performance of transfer, non-integrated, and integrated students varies from grade to grade and from subject matter to subject matter.

11. Progress across grades is observed on all achievement data for all groups through grade 8.

12. The tenth grade data indicate a nearly level or even a lowered performance when compared to 8th grade for the Stanford achievement data for all groups except the transfer students. Transfer students continue showing progress in tenth grade.

13. Writing Assessment results indicate increased performance from 8th grade to 10th grade for all groups.

14. For most attitude items, even those that are significantly different for two or more groups, the differences in the means are not great, except in a few cases.

15. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parents' preference. In each case the direction of the differences indicates that the transfer students and their parents have the most positive view of being in school in the suburbs.

16. It should also be noted that the items on school preference elicit the most disagreement of any items from non-integrated, integrated and magnet students, as we would expect.

17. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades.

18. This slight difference in attitude is not seen in 10th grade, but clearly, there is a high correlation (degree of relationship) of mean attitude across all four groups at all grades.

19. The correlation of both attitude items and achievement to months in the transfer program is essentially zero.

20. The median (middle) level of performance of the total group of students, relative to the national norm group, indicates a very low level of performance. Half of the students scored in the low twenties in terms of their national percentiles on most of the achievement variables.

21. While the average performance recorded here is very low, it should be recognized that a full range of performance was obtained by students in the study. In other words, some of these students scored at the highest level possible on the Stanford.

These results pose a challenge to everyone. It is to learn what accounts for the successes that are present. If the resulting understanding can be generalized so that improvement in performance and attitude can be obtained for all students, we will have done a wonderful thing.

One of the outgrowths of this effort is the development of a writing improvement manual that could be made available to teachers. An examination of this manual and its application to defining good writing in a concrete manner can be helpful to the schools.

It is the recommendation of this report that task forces be identified to address a series of issues that are raised by this data. As an example, perhaps one of these should be the further examination of the attitudes of the students in the transfer program. It may be that the attitudes of African-American students in the transfer program are not different from other students in the recipient schools. This could be determined. It is not necessarily true that any causal factors will be associated with the actions of the transfer schools' administrations, teachers or pupils. We just don't know.

Another area that might be identified for further work is the development of a follow-up system to examine long range effects of the transfer program. For example, it might be possible to look for changes in work behavior of students after they graduate from high school. Such factors as job opportunities following graduation, and ability to live successfully in an integrated world are two more such examples.

It remains true, though, that being able to change achievement and attitudes is important. The data suggest that there are many examples of successful students with positive attitudes in these schools, despite the overall results. Whether their success is due to the school program or to home factors or to something else is not clear from these data.

Another particularly important question involves exploring improvements in the definitions of the four groups. There is some migration of students from school system to school system which raises questions about attributing success or failure to the actions of a single school system.

A factor that test publishers' studies have shown to be of potential significance is that of the students' and teachers' familiarity with the testing instruments. It is well known that school performance, relative to the fixed norms of the test, tends to increase during the first few years of adoption of a new instrument. Since the plan for this evaluation is longitudinal, a built in correction for this phenomenon exists if it is present.

This is a replicated longitudinal study (two cohorts of students are to be followed through the system), as noted above, and we will look at trends in the data across future years of the study. Until replicated over time, we will not draw firm conclusions. The truth **may** be that additional large increases in school development as indicated by mean achievement gains of students are not obtainable through a transfer program approach. In other words, a transfer model might enhance other variables affecting school performance, but at this time we do not have sufficient evidence documenting such a phenomenon. Perhaps programs that are quite different from current academic environments would have an impact. As indicated several times above, though, transfer programs can still be considered an important public policy for other very good reasons. At this time we can draw no final conclusions.

ASSESSMENT OF STUDENT PERFORMANCE AND ATTITUDE FOR THE ST. LOUIS METROPOLITAN AREA COURT ORDERED DESEGREGATION EFFORT
1991

Robert W. Lissitz
University of Maryland
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Voluntary Interdistrict Coordinating Council

Chapter I. INTRODUCTION

A. Overview:

This report summarizes the assessment effort which began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a replicated, longitudinal study that focuses upon academic achievement as well as the attitudes of the students in the St. Louis metropolitan court ordered desegregation program administered by the Voluntary Interdistrict Coordinating Council (VICC). The report is organized by first presenting a brief introduction (Chapter I) which covers the initiating court orders, reference to a previous evaluation and the structure that provided the guidance that led to the development and implementation of this assessment study.

The second chapter of this report concerns the evaluation design and data collection procedures. That section details the nature of the students and the instruments used, along with some methodologal issues such as pre-transfer equivalence and instrument/curriculum fit. It also has a detailed description of cautionary issues that should be kept in mind. It is followed by Chapter III, which presents the key findings and the discussion of these. Chapter IV of the report contains a set of next steps that are recommendations for possible implementation next year. An effort has been made not to burden the reader with unnecessary detail in the body of the report. Many of the documents are included as appendices which are attached to the report. Supplementary documents exist that can be made available from the consultant along with more detailed presentations of the data.

B. Motivation for Study:

A considerable interest in the success of this "remedy" resides in the members of the community as well as in the staff and professionals of the schools themselves. After some discussion among various participants, the courts have, again, become involved and ordered evaluations. A previous report issued by Dr. Steven J. Osterlind of the University of Missouri at Columbia was based upon a large scale assessment of the transfer program. That study was the result of a direct U. S. District Court order issued on December 13, 1988. The District Court also ordered a comparison study on February 17, 1989. These orders were the result of the Court of Appeals which, on July 14, 1988, ordered an assessment and referred the task to the District Court for the details.

The Osterlind report generated a series of responses including those from --

-- the City (1/31/90 and 4/90),
-- Caldwell (3/90 and 5/90),
-- the State (4/90), and
-- the County School Districts (5/90).

These filings resulted in the current work stipulated by an order from the District Court, which, on June 8th, 1990, required a study that would compare transfer students with those in the magnet program, integrated and non-integrated schools in St. Louis City. The Court order of June 8th, 1990 not only called for the comparison of these four groups of students on achievement measures, but also called for an analysis of attitudes of the same students to supplement other information.

The District Court approved the VICC plans for the assessment design on August 17, 1990. These plans had been developed by the consultant to VICC and modified through extensive discussion (and some negotiation) until they were agreed to by the VICC assessment subcommittee. In addition to the motivation and guidance supplied by the Courts, was a sincere interest on the part of numerous parties to have this study implemented. More will be said about this in later sections of the introduction, but it is certainly true that many groups have a deeply felt interest in the results of this study of the VICC program.

C. The Osterlind study:

Dr. Osterlind was retained by the VICC and guided in his effort by the brief court order of December 13, 1988. His first report titled "Report on the Academic Attainment of Students in the Interdistrict Student Transfer Component of the Settlement Agreement" was issued in December of 1989. His executive summary details, in brief form, the four general questions that guided his study: 1) What is the current level of achievement of the Transfer students?, 2) Has the level of achievement of the Transfer students changed during their enrollment in the Voluntary Transfer School program?, 3) How does the current level of achievement of the transfer students compare to that of the students enrolled in the St. Louis Public Schools?, and 4) What kinds of tests, test scores, and other quantifiable data were relayed to the researcher for analysis? The report is quite long and contains numerous comments, but the following is a very brief summary of the results as presented in Dr. Osterlind's executive summary:

1. Transfer students' achievement level is below the national average.
2. No achievement level differences were related significantly to the number of years in the transfer program, although a modest trend in the data was noted.
3. Transfer students appear to make normal gains in achievement each year in school.
4. Transfer students are achieving at a level that is significantly higher than that of St. Louis Public school students.
5. Transfer students appear to perform at the same level as magnet students. In year two of his study, this changed to a finding of significantly lower performance when compared to magnet students.

There are two primary issues that were raised regarding the Osterlind study. These should be mentioned here since they prompted considerable discussion. The first is the issue of the pretransfer equivalence of the students entering the transfer program and those that remained in the city schools. The study did attempt to look at pre-transfer equivalence, but limited data made the conclusions somewhat tenuous. The second issue was that of not having a single instrument to measure the academic achievement of students. Instead, the various instruments in use in the region were converted to Normal Curve Equivalents to form a common scale.

The debate that followed that study sensitized the committees involved in advising the current principal investigator. The result, as will be seen in the later section describing the methodology of this study, was to modify the design to try to decrease controversy by at least two issues. Many complex decisions were made in this study, just as were made in the earlier one. We hope that the process used to come to agreement will have secured more consensus about these matters. It is clear to anyone who studies evaluation that the real world necessitates compromise, although we feel confident that this study has succeeded in gathering information that is reliable, valid, and useful. The replication of our study with next years cohort will provide evidence to support or refute this.

D. Development of the Current Proposal:

This project was developed in July, August, and September of 1990 following a letter of July 26, 1990 inviting a design for an assessment of students involved in the transfer program. This letter of request was initiated by Susan Uchitelle, Executive Director of VICC. August 1, 1990 was the date of the first meeting with the VICC Assessment Subcommittee. This committee consisted initially of approximately 10 members. It was a diverse group with initial representation from the schools, the NAACP, and parents.

A number of basic assumptions summarized in a memo by Lissitz (the principal investigator) dated July 31, 1990 were discussed by the Assessment Subcommittee. These included that the study would: 1) be longitudinal as well as cross sectional; 2) utilize a single achievement test for all students and schools; 3) involve an attitude scale, achievement data, and a writing sample; 4) assess African-American students from integrated, non-integrated, magnet schools and the transfer program; and 5) incorporate the need for pre-transfer data in an effort to examine the equivalence of the students prior to their entering the transfer program. The Assessment Subcommittee and the principal investigator developed and modified the proposal to the point where there was agreement on each of the critical characteristics of the new evaluation study.

The "Evaluation Proposal To VICC," dated August 31, 1990 was presented to the full VICC on September 12, 1990 and approved at that time. This committee was considerably larger than the Subcommittee on Assessment, and even more representative of the various constituencies that were involved in the initial law suit. After the entire proposal had been discussed in great detail by the Test Assessment Subcommittee and then again by the full VICC it was approved.

Since approval of the overall proposal, considerable discussion has taken place on a regular basis at monthly meetings of the Subcommittee. All critical issues germane to the design and implementation of the study have been presented to the Subcommittee in great detail, and, after considerable comment and frequent modification, have been approved. This project has had the benefit of considerable scrutiny and good advice from a very diverse group of people representing key constituencies in the St. Louis area. The final decisions are, of course, the responsibility of the consultant.

E. Implementation of the study:

The evaluation has been, as indicated in the previous section, a united effort under the direction of the principal investigator with considerable support from the advisory committee, the VICC, the City schools, and the suburban school districts. A specific group that has played an important role in the implementation of the study is the test -coordinators of the individual school systems. The principal investigator met with them on several occasions to discuss the test administration procedures. Initially, there was some confusion about their role being that of an implementation group and not policy determiners. Despite this confusion on the part of a few members of that group, they were interested in facilitating the study, and were responsible for its implementation in each district.

The Psychological Corporation was also helpful in the utilization of the Stanford Achievement Test. Through the assistance of the local representative, Darlene Patrick, they made sample material and administration manuals available to school personnel. Since most of the schools had not been using the Stanford, this was especially helpful. In addition, the help of Measurement Incorporated of North Carolina through the consultation of Wendy Littlefair, was secured for the Writing Assessment phase of this project. She is very well known for her expertise on scoring writing assessments and shared this information with the principal investigator, St. Louis City writing assessment personnel, and the VICC Subcommittee on Assessment. Finally, the VICC staff was of continuing assistance, including especially Susan Uchitelle, the executive director, and Ronald Franklin, head of the computer system.

The VICC Subcommittee on Assessment and several members in particular have been instrumental in the development and implementation process. As indicated above, this committee, under the guidance of the chair, Dennis Peterson, has been deeply involved in every phase of this project. All members of the committee have participated in the discussions and have worked hard to come to agreement before any particular element of the evaluation was implemented.

In summary, this evaluation has been the result of continuous and extensive discussion involving representatives of every faction having an interest in interdistrict transfer. Their support has been critical to the successful completion of this effort.

Chapter II. EVALUATION DESIGN AND PROCEDURE

A. Students:

Saint Louis City is a moderately sized school district with 42,910 students enrolled as of March 16, 1990. Of this number, using available data, there are 29,005 African-American students in grades 1-12 and 8,688 white students enrolled in the same grades. In addition are a few students for whom there are no race codes and students in kindergarten counted in the total, but not in the breakdowns. This is an urban system with a predominantly African-American student population, although there are students who are neither African-American nor white. The districts that participate in the transfer program were initially identified because they are suburban with a predominantly white student body.

The following sections describe the students that were specifically selected to be included in this study. The following outline of information is deceptively simple to read. The decisions that are implied by this summary took considerable time to make and represent the results of extended discussion with the VICC and its many advisors as described above.

1. Groups: The research design has divided the students into four groups:

non-integrated schools in the city,
integrated schools in the city,
magnet schools, and the
transfer program.

The distinction between integrated and non-integrated schools is a legal definition based upon a Court's designation of schools at a particular point in time. Due to changing demographics, some of the schools on the list of integrated and the list of non-integrated schools have shifted in the percentages of African-American and white students. For example, Adams, Wyman, L'Ouverture, Mullanphy, Webster, and Southwest from the City are considered integrated schools, yet over 65% of their students are African-American.

According to information provided to the author of this report, selection of students to a magnet school is currently based upon a lottery. Before the adoption of a lottery, selection was based upon a process involving waiting in line to make application or sending applications which were processed on a first come first served basis. In neither scenario have persons working in St. Louis City schools described the selection as a competitive process based upon student ability, except in the case of the Metro, Enright, and Kennard schools. In this sense, the labeling of these schools as magnet does not necessarily imply that the students are different.

2. Selection Criteria: The following characteristics describe the students in this study.

1. All students in this assessment are African-American. This is a decision that was made for us by the Courts.

2. Those who are in the transfer program have been enrolled, at a minimum, long enough to be completing their second year of enrollment in the Spring of 1991.

3. No phase II students in special education or students whose IEP requires non-standard testing were included in the study.

4. No students coming from private schools directly to the transfer program were included. This may not be true of the other 3 programs.

5. No special selection criteria were applied to the integrated, non-integrated or magnet school students other than current enrollment and attendance during a testing period. Since this is a longitudinal study, there were two related reasons for including all students. One was the concern with loss of students over the years of the study. The second was that there were fewer students in each grade in the City than we had first thought.

3. Grades: The decision of the VICC assessment subcommittee and the final design has assessment occurring at 4, 6, 8, and 10th grades. This

provides coverage throughout the school years, including the elementary, middle and secondary levels. In addition, it allows the longitudinal phase of the study to occur earlier than if fewer grades had been selected. Since the first replication occurs in the third year of the study, this design defines two cohorts of students to be followed through school.

4. Schools: The following districts are involved in the transfer program and had students included in this study:

Affton
Bayless
Brentwood
Clayton
Hancock
Hazelwood
Kirkwood
Ladue
Lindbergh
Mehlville
Parkway
Pattonville
Ritenour
Rockwood
Valley Park
Webster Groves
St. Louis

All magnet schools were included in the study.

B. Instruments:

There are three primary sources of data for the VICC assessment study: the St. Louis Metropolitan School Survey, the core academic subjects of the Stanford Achievement Test, and the Writing Assessment. There are additional sources of information that provide a record of pre-transfer equivalence of the students so that proper comparisons can be made. The Stanford Achievement Test and the Writing Assessment look carefully at the academic achievement aspects of the school experience. In other words, we looked at the traditional areas of reading, writing, and arithmetic. Although the reading and arithmetic are paper and pencil objective measures, the writing is a performance measure. Each instrument is described below.

1. Saint Louis Metropolitan School Survey: The St. Louis Metropolitan School Survey is unique in this study for its examination of attitudes as an integral part of the school context. It was the belief of many people, long before this consultant became attached to this project, that a study that only focuses upon academic achievement will miss a very important part of the matrix which defines the relationship between student and school. For example, How are students who choose to transfer to county

schools different from students who chose to remain in city schools?, or How do transfer students change as a result of their experiences in county schools? The development of the Survey was oriented toward two primary purposes. One was to focus upon the family, including determination of its socio-economic status and the degree of parental interest in the transfer program, and the second was to look at school related attitudes. Examples of the diverse set of school related attitudes are locus of control (taking personal responsibility or blaming others for successes or failures), attitudes toward other races, and willingness to accept new situations and new friends.

These attitude areas are complex, and sensitive, and very important to gaining insights about student success and how the transfer program impacts upon the attitudes of the students. It is widely recognized that family socio-economic status is related to school performance, but less well understood is the relation of performance to student attitudes. For these reasons, the development of this instrument proceeded slowly and carefully. It is important to provide a brief history so that the reader can understand what was meant by the phrase "development of this instrument proceeded slowly and carefully."

The original conceptualization of the survey project owes much to two measurement specialists who have been closely allied with the VICC study since its inception, Daniel Coates, and Roger Edwards . Several years ago, while still employees of the St. Louis City Schools, they began thinking seriously about the construction of a survey that would assess attitudes that the students themselves thought were important in determining the success of the desegregation effort. Even though they had considerable experience with public schools, they wanted to proceed, as much as possible, with direct guidance from the students themselves. They began with a series of focus groups in which African-American secondary school students, both participants and non-participants in the transfer program, were encouraged to freely discuss attitudes that they thought might be affected by the transfer experience and were important to being a African-American student in school in metropolitan St. Louis. The students were very cooperative and raised a number of issues that were both sensitive and meaningful.

The notes from these focus groups were the basis for development of the first set of survey test items. That draft of the survey went through a number of modifications under the consultant's guidance. The process was conducted with a realization of the risks associated with studying sensitive issues and a commitment to the belief that, without this attitude information, the VICC assessment study would not be nearly as meaningful. Several decisions were made, including attempts to 1) reword some of the original items, 2) target areas for study with more than one item in each area, 3) have coverage of a wide number of critical areas, 4) have a simpler form of the survey for fourth graders, and a more complex form for sixth, eighth and tenth graders, 5) do a pilot (tryout) of the survey, and 6) use this opportunity to gather some socio-economic status information which could not legally be obtained from existing records.

The form went through a large number of formal reviews, especially by the VICC Subcommittee on Assessment. This Subcommittee was inititally widely representative of the school professionals, the NAACP, and parents. The versions were improved greatly by many contributions including those of Virginia Beard, Vernon Beckmann, Daniel Coates, Roger Edwards, Odessa Farrell, Jerry Powers, Susan Uchitelle, and others on the subcommittee and on the VICC staff. Some advice from the faculty at the University of Maryland was also sought and received from Dr. Robert Hardy (an educational psychologist), Dr. Martin Johnson (a mathematics educator), and Dr. William Schafer (a psychometrician). Some of Dr. Johnson's work has been summarized in a chapter titled "Minority Differences in Mathematics" and appeared in the monograph titled "Results from the Fourth Mathematics Assessment of the National Assessment of Educational Progress", 1989 available from NAEP. Dr. John Robinson, a demographer and survey specialist with the Sociology Department at the University of Maryland was quite helpful with the socio - economic status items. Several of these people were candid in their perception that this was a challenging task.

Once two drafts of the survey (one for fourth graders and one for the other students) existed in a scannable format that represented our "best effort", the VICC Subcommittee authorized the pilot study. This pilot study involved students at fourth, sixth, eighth, and tenth grades from schools in both the City and the suburbs. Each classroom administration was monitored by someone on the VICC staff or on the Assessment Subcommittee who then discussed the process and individual items with the students who had just completed the form. The discussions were guided by a set of standard questions that had been developed, with advice from the Subcommittee, for use in all pilot classrooms. Everyone's observations were then shared in a general discussion conducted by the consultant and extensive notes were made with numerous changes resulting on the survey forms and the accompanying instructions.

Particularly helpful in this discussion and in recommending changes were Beard, Coates, Edwards, Farrell, Powers, and Uchitelle.

In addition to this direct contact with students and teachers, we had the student's responses which had been input to a floppy disk under the direction of the VICC data manager. These data were analyzed at the University of Maryland by a series of calculations producing the mean, standard deviation, and score distribution of every item. We also calculated the intercorrelation matrix, principle components, and Varimax rotated components for each form of the instrument. The results of the analysis were shared with Roger Edwards and Dan Coates and some additional changes were made.

The pilot work was extremely valuable in modifying items that had been identified as objectionable to reduce the source of the concern expressed by the students. The VICC Subcommittee also spent considerable time developing a process for administration which we felt would alleviate much of the concern that African-American students had because they were being singled out for this assessment study.

Although the above history focused upon the item construction side of the Survey, there were also separate instructions developed for administration of the fourth grade form and the upper grade form. These instructions were included in the discussions, were a part of the pilot, and were modified considerably as part of this development process. We also spent a great deal of time developing a parent letter, a detailed information sheet, and an informative news item for the regular VICC parent newsletter. The schools, in many cases, added additional communication items to those that were sent to parents and school professionals.

There were also three monthly meetings held by VICC with test coordinators from all school districts. These meetings included agenda items on how to prepare the students for all assessment activities, how to administer the instruments, and how to schedule make-up assessments. These agenda items were in addition to sessions that elicited extensive advice on the instructions for the writing assessment, and especially the survey. These sessions were helpful and greatly influenced the development of the instructions eventually used for the actual administration.

Finally, the revised forms and instructions were presented to the VICC Subcommittee for final approval, which was forthcoming. Their approval was forwarded to the full VICC who also approved the Survey for use in the schools. The surveys were administered in the schools during the months of March and April. Copies of the Survey and the Administration instructions are included in Appendix One.

2. Stanford Achievement Test: The Stanford Achievement Test Series, eighth edition (1988), The Psychological Corporation, Harcourt Brace Jovanovich, Inc. was selected for the assessment, specifically the reading and mathematics subtests. Reading consists of a total reading score and scores for word reading/reading vocabulary, and reading comprehension. Mathematics consists of a total mathematics score and scores for concepts of number, computation, and applications at grades 4, 6, and 8 and just a total mathematics score at grade 10. All results are presented in terms of scale scores, with the exception of one table of percentile scores. These scale scores cannot be compared across subject area, but they can be compared developmentally. In other words, a student's growth can be observed across time by watching the change in the scale score. The standard administration instructions recommended by Psychological Corporation were utilized.

3. Writing Assessment: The writing assessment is a performance based indicator of the student's ability to express him or herself in written form. The writing assessment used in this evaluation study is similar to what is currently used in many States in the United States, as well as what is used in St. Louis City. The discussion of inclusion of a writing assessment phase in this study included the following issues:

1. It is a measure of academic achievement in an area that is very important.
2. All schools teach writing so there is less of an issue of the curricular match and there is support for the importance of the assessment to the curriculum.
3. It is performance based and free response, unlike the multiple choice Stanford. The response form is different and therefore increases the generality of the findings.
4. It further adds to the validity of the evaluation by complementing other measures of school performance identified in the Stanford (reading and math). Written communication is different from but probably equally important to mathematics and reading. The Language arts subtest of the Stanford would be somewhat duplicative and, in the interest of efficiency, not recommended.
5. Written and oral communication were suggested by the original student focus groups stating that language was one area strongly

influenced by the transfer program experiences. The cost of doing oral communication assessment would be very great.

The following outline presents the basic characteristics of the VICC Writing Assessment.

1. Type of Writing: Narrative/descriptive -- for example, using a prompt that asks the student to describe something that happened in the past. The actual prompt used in 1991 is included in Appendix Two.

2. Time allotted: A total of 40 minutes announced in three parts. The administrator notifies the students when there are 15 minutes left and again when there are 5 minutes left.

3. Number of Prompts: One prompt has been used.

4. Score scale: A single score is provided and is a relatively holistic judgement of the quality of the communication. A six point scale was utilized and the score will be the average of two independent raters. The 4th grade is scored separately from the 6, 8, and 10th grades. In other words, two separate assessment scoring efforts was mounted for the 4th grade and for the 6, 8, and 10th grade.

5. Rubric: The rubric generated by St. Louis is included in Appendix Three, although it was not initially reviewed with the readers who did the scoring of the prompts.

6. Instructional guide: A very useful resource manual has since been provided by Wendy Littlefair specifically as an outcome of the VICC study. It was not available for use by St. Louis, although we would be glad for it to be used by any teacher in the future. The manual was developed using actual papers from the 1991 assessment. It is annotated by Wendy Littlefair so that teachers can understand how the scores were determined. St. Louis' scoring has a heavier emphasis upon mechanics, according to Wendy Littlefair and in contrast to state evaluations with which she is familiar. The instructional guide is in Appendix Three.

7. Answer Sheets: The St. Louis answer sheets were adopted. The I.D. Information is in an optical scannable format as are the scores.

8. Instructions: Instructions for the administration and collection of the data are included in Appendix Two. Notice that these describe to the student the nature of the required writing, and the time limit. The instructions also provide the administrator with model answers to questions that were anticipated.

9. Scoring: Two separate scoring sessions were arranged, one for 4th grade and one for the other grades. Local teachers from St. Louis City and from the suburban districts were paid to do the rating. Their demographic characteristics are as follows:

	no. applied	no. offered	no. reporting
Elementary Group			
County	8	8	8
City	93	24	12
Middle and High School Group			
County	9	9	7
City	39	19	12

	no.	white	female	male	
Elementary Group					
County	8	2	6	8	0
City (3 experienced)	12	9	3	11	1
Middle and High School Group					
County	8*	0	8	6	2
City (7 experienced)	15**	6	9	3	12

* 1 scorer carried over from the elementary group
** 3 scorers carried over from the elementary group

Note that all the County applicants who applied were offered positions, although two did not show at the scoring sessions. You will also notice that there was considerable diversity among the raters.

10. Date of administration: The month of March was allotted for the administration of the writing assessment. Districts were encouraged to make every reasonable attempt to get responses from every eligible student.

C. Pre-Transfer Equivalence:

The problem with using a pre-existing, intact groups evaluation design is that there is no way to tell if the students were equivalent prior to their entry into the different school programs. In other words, perhaps because of differences in motivation, interest, or even ability, the students who go to the magnet program, or the transfer program, or even the integrated and non-integrated schools may differ in ways that have nothing to do with the programs themselves. We have worked closely with St. Louis city to try to identify information that may be useful in determining the degree of pre-existing equivalence of the students in this study. Our hope is that such data will enable us to examine this question of the degree of pre-equivalence. As mentioned in an earlier section of the paper, this was raised as a critical issue with regard to the Osterlind study.

St. Louis has been able to provide California Achievement Test - 1977 (CTBCAT-77) scores (CTB/McGraw Hill, Inc.) and the Cognitive Abilities Test (COGAT, Riverside Publishing, Inc.) scores for many of the students in this study. Since students enter the transfer program and magnet schools at different times, it was impossible to get data from the same year on all students. We decided to obtain data from the most recent test date available from St. Louis. In other words, if a student entered the transfer program in 1988, we tried to use their 1987 test scores, if available. If not available, we tried to get their 1986 scores, etc.

In order to have data from the CTBCAT-77 that reflects differences in ability rather than differences in the number of years in school, it was necessary to use Normal Curve Equivalent scores (NCEs). The scale scores, which we have used for most of the rest of the data analyses, tend to increase with year in school. This is because they were placed on a single developmental scale that spans all years of schooling. CTBCAT NCEs were available for total reading, total math, and total battery. The COGAT has comparable scale scores for verbal, quantitative, and non-verbal ability. They are not developmental like the Stanford, but are based on a national mean of 100 as the average ability level.

We also had tried to collect information on the socio-economic-status of each of the students who filled out the Survey Instrument demographic section. This information was used in some statistical analyses to determine the pre-transfer equivalence of each of the students in each of the groups. Unfortunately, a great deal of this specific data was missing.

The result was five approaches to correcting the data for pre-transfer equivalence, and these are described as follows. The same Roman numerals are used later to describe the same adjustments:

I. Adjusting for prior achievement in the same general area as the current achievement being examined. The CTBCAT 77 Total Reading score or the CTBCAT 77 Total Mathematics score was used for this purpose. The prior reading score was used to correct the current Stanford reading scores and the Writing Assessment score. The prior mathematics score was used to correct the current Stanford mathematics score. In this way, differences in prior overall achievement levels were statistically equated.

II. Adjusting for prior achievement using the overall total battery score of the CTBCAT 77. This was used to statistically equate all students for prior achievement levels.

III. Adjusting for Socio-Economic-Scale. This adjustment uses the information available from the attitude survey demographic items. An index was used to combine the item scores so that an overall indication of SES can be obtained and used to equate students for SES differences.

IV. Adjusting for ability differences prior to this year. The COGAT verbal, non-verbal, and quantitative scores were used to provide an indicator of ability. These scores were used to equate all students for ability level.

V. Adjusting for five pre-existing conditions. In this case we did a statistical equating of students for differences in their COGAT verbal, non-verbal, and quantitative, SES, and CTB total battery. Differences that remain are not due to variation predictable from these indicators.

D. Building the Master Tape:

The data from the various elements of the evaluation were each readied for analysis as separate scoring activities. Before the overall analysis can be done, each set of data for a specific grade had to be put on a single floppy disk. The master file was constructed under the direction of Ron Franklin of the VICC office. The result is a file with every student's data in a form readable by the SPSS micro-computer package. A back-up copy has been retained by the VICC office. The master file is the culmination of a number of efforts, including the St. Louis City schools data processing department and the data processing unit at Parkway schools. The University of Missouri at St. Louis also provided a great deal of help.

E. Analysis:

The statistical analysis used the SPSS package running on a microcomputer at the University of Maryland. Dr. William D. Schafer, a faculty member of the University of Maryland, Department of Measurement, Statistics, and Evaluation has performed most of the analyses. The details of specific statistical procedures are covered in the Results and Discussion section.

F. Overall Issues and Cautions:

Any study can be criticized and this is especially true of field based evaluation studies such as the one summarized in this report. There are a number of issues that might be suggested as complicating the interpretation of the results. A thoughtful critic of this study might not only raise these questions, but would also conclude that caution in interpreting the results of this study is very much warranted. Follow-up studies and the continuation of this longitudinal study are necessary to build confidence in any specific interpretation of these results. Particularly missing in this data set is information about the specific educational programs being offered in these schools. In other words, this is not a process oriented study.

1. One of these issues is the pre-transfer equivalence mentioned in an earlier subsection of this report. If the transfer program or the magnet program attract more motivated and brighter students, then their test scores will be higher. This elevation in test score will not be necessarily attributable to the programmatic features, but in part at least due to these pre-program differences. We have tried to adjust the data using statistical procedures, but no statistical procedure is completely adequate to this task. No mathematical model currently available captures the full range of factors that relate to achievement. This approach is the best that we have, given the intact groups nature of the study.

2. Another issue has to do with the match between the regular curriculum of the schools and the assessment materials. The survey is probably equally unfamiliar to all students in all programs. The writing

assessment may be somewhat to the advantage of the St. Louis City students. The prompt is new to every student in the study, but the advantage, if there is one, could come as a result of the historical emphasis upon writing in the St. Louis City schools. Other districts may respond to this assessment by increasing their own emphasis upon writing. St. Louis City was also in charge of the scoring and continued the relative emphasis on mechanics versus content that has characterized their program for some years. Other districts that placed more emphasis on content might be at a very slight disadvantage. The scoring itself was very fair since raters did not know where the papers were written and who the students were. Although the emphasis might differ in each school distict, all students are taught writing and so one might not expect a very strong advantage for St. Louis City.

The Stanford Achievement Test has been the test used by the City for the third year in 1991. This is enough time that the curriculum in the City might be expected to shift toward the content domains of the Stanford, thus providing a second advantage to the City. Parkway and Rockwood also have used the Stanford prior to the onset of this evaluation study, and since they have a large number of the transfer students, any St. Louis advantage would be mitigated. It is unfortunate that we were not able to design the study so that no identifiable question of an advantage or disadvantage could be associated with any of the school districts, but we could not. What has happened is that the advantage, if there is one, has been minimized in this research design. In the opinion of the principal investigator though, if there has been an advantage it is minimal, but its effect is to favor the St. Louis City students.

3. A third issue, for some critics of the study, might be the percentage of students who participated in the assessment in each district and the city. If the critic is right that lower ability and less motivated students are more likely to be absent during testing, an advantage will accrue to the schools with the lower rate of test compliance. The information on missing data is available and has been examined and commented upon in the Results and Discussion section. Unfortunately, the policies and procedures that different systems used to improve their response rates were not united into one system. All school systems were told that we wanted to achieve a 95% response rate for each assessment device. They were also encouraged to be lenient toward students who had trouble meeting the testing dates to schedule make up times in an effort to get maximum response rate. The schools were not equally successful in this

effort. In other words, it probably was harder for some to meet this challenge than for others.

4. A fourth issue, and somewhat related to the selection of the Stanford, has to do with the use of calculators for the mathematics assessment. If a school allowed students to utilize calculators in sections where they should not be used, the students' scores would be unfairly elevated. If a school did not have calculators available for the test where they should be used, that school's students would be at a disadvantage. There is some evidence that we had a problem with administration of the Mathematics Computation section of the Stanford in some middle schools in one district. Unfortunately, this will also have an effect upon Total Math.

5. A very different issue is that of how to take these results and make a change for the benefit of the students. For example, a critic could ask "So you did this study, so what? For example, how do you improve the writing skills of students so that their performance level goes up on the Writing Assessment. Another example might concern the results of the Metropolitan Survey and how student's attitudes might be improved by changes in the schools. These are important questions and we hope that the reader of this report will raise the "So What" issue to paramount importance and participate in efforts to make a difference in their community.

6. A sixth issue has to do with the migration of students from school to school and program to program. In other words, the school experiences for students are not purely associated with integrated, non-integrated, magnet, or the transfer program schools. Students sometimes go to the magnet school for a few years and then to another school, etc. This makes the interpretation of the effect of school program more complex than any of us would like. The differences in performance and attitude may be due to a very complex combination of historical factors and concomitant factors. This migration effect is particularly important for the integrated, non-integrated and magnet school programs where we did not put a stringent requirement of time in the program as we did for the transfer program.

7. A related issue has to do with the definition of the content of each of the four programs. We have not directly measured them. We do not really know if the teachers, the curriculum, the graduation requirements and

expectations are the same in the four programs. Not only do students move from program to program, but so do the ideas that are incorporated in a school program. We do not know if the teachers from the integrated programs talk to those from the non-integrated programs sharing ideas and experiences, for example. If there is a cross-fertilization, that would make interpretation of the differences across program that much more complex.

8. An eighth issue that is true of nearly all school studies, and related to no. 6, is that the factors we look at for influence on performance (grade, program, etc.) are but some of the important influences upon young people. Gangs and friends, T.V. and family and ministers are only a few of the outside factors with potentially powerful influence upon students. We have tried, through the attitude survey, to examine some of these, but we have certainly missed many other sources of influence.

9. These data are very complex and subject to many interpretations. There is, for example, a strong temptation to compare the performance of students across the four grades and we will occasionally do so in this report. It is important to realize, though, that the longitudinal data will come in later years and these data are critical to a proper understanding of the results. It is surely true that to be cautious and careful about interpretations and subsequent actions is a wise approach to these data. It is also true that further study of these results will be useful in many cases.

10. Not only are the data we collected complex, and the factors influencing success complex, but so is the very nature of the definition of success. We have chosen to look at a very small subset of school outcome indicators. Many other measures can be suggested and compared across the four programs, including the number of students going on to college, and the ability of African-American students to function in a multicultural environment. There is literature (specific citations are available upon request) that suggests that some of these measures are successfully manipulated by transfer programs.

11. Large sample sizes are used in many of the statistical tests in this report. It must be recognized that large sample sizes are more likely to find trivial results statistically significant In other words, significant differences do not necessarily indicate meaningful differences.

12. The attitude survey can be faked, and the achievement test can be taken with little motivation. For many of these students, particularly those in the transfer program, the testing is very "low stakes" (i.e., having little consequence for the student). As said in number two, some transfer districts are currently using the Stanford, and the test is likely to be more "high stakes" for students from those districts. Some districts regularly administer the Stanford in the Spring and for those districts the testing is likely to be more high stakes. Trying hard or not trying hard, if that occurs differentially across the four programs could have a powerful effect upon the results. The same could be said about sincerely cooperating with the attitude survey.

13. The thirteenth issue has to do with the fact that in the transfer program (with the exception of Hazelwood at 4, 6, and 8, and the Rockwood School District), the African-American students were pulled out of class for the testing. It may be that being pulled out in this fashion will cause a negative reaction on the part of the students resulting in a suppression of test scores and a reduction in positive attitudes.

CHAPTER III. DATA, DATA ANALYSIS, AND DISCUSSION

A. Response Rates and Sample Size:

A very large number of students were potentially available for this study. Many students were not included because they were sick, refused to come to school, gave incomplete answers or otherwise refused to participate, etc. The first set of data provides the information about the response rates and this is organized by grade and by district within grade and according to the dependent variable being examined. You will see in these tables, that in fourth, sixth, and eighth grades, with the exception of the demographic items, the response rate is quite good. We had set a goal for ourselves of 95% return. In most cases we were able to obtain about 90% return rate.

Appendix Four contains the same information broken down by individual school district. Again, most districts did well. The demographic items obviously were avoided by students, even in fourth, sixth, and eighth grades. The overall response rate in tenth grade was not good for any of the data sets. We clearly need to work hard on this problem in the next round of testing. The response rate in the tenth grade is another reason to be cautious in drawing conclusions.

RESPONSE RATES FOR 1991

FOURTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	3334	282	3052	91.5
VOCABULARY	3334	272	3062	91.8
COMPREHENSION	3334	275	3059	91.8
TOTAL MATH	3334	330	3004	90.1
CONCEPT OF NUMBERS	3334	282	3052	91.5
MATH COMPUTATION	3334	288	3046	91.4
MATH APPLICATION	3334	313	3021	90.6
WRITING SCORE	3334	400	2934	88.0
DEMOGRAPHIC ITEMS - MEAN	3334	1322	2012	60.3
SURVEY ITEMS - MEAN	3334	660	2674	80.2

SIXTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	2962	301	2661	89.8
VOCABULARY	2962	293	2669	90.1
COMPREHENSION	2962	293	2669	90.1
TOTAL MATH	2962	312	2650	89.5
CONCEPT OF NUMBERS	2962	290	2672	90.2
MATH COMPUTATION	2962	290	2672	90.2
MATH APPLICATION	2962	301	2661	89.8
WRITING SCORE	2962	464	2498	84.3
DEMOGRAPHIC ITEMS - MEAN	2962	1106	1856	62.7
SURVEY ITEMS - MEAN	2962	603	2359	79.6

EIGHTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT.
TOTAL READING	2485	280	2205	88.7
VOCABULARY	2485	274	2211	89.0
COMPREHENSION	2485	274	2211	89.0
TOTAL MATH	2485	303	2182	87.8
CONCEPT OF NUMBERS	2485	276	2209	88.9
MATH COMPUTATION	2485	280	2205	88.7
MATH APPLICATION	2485	298	2187	88.0
WRITING SCORE	2485	417	2068	83.2
DEMOGRAPHIC ITEMS - MEAN	2485	929	1556	62.6
SURVEY ITEMS - MEAN	2485	617	1868	75.2

TENTH GRADE

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	2353	558	1795	76.3
VOCABULARY	2353	545	1808	76.8
COMPREHENSION	2353	542	1811	77.0
TOTAL MATH	2353	585	1768	74.1
WRITING SCORE	2353	697	1656	70.4
DEMOGRAPHIC ITEMS - MEAN	2353	1246	1107	47.0
SURVEY ITEMS - MEAN	2353	907	1446	61.5

In addition, there are differing numbers of students in some covariance adjustment analyses because more than one variable is involved and missing data can accumulate. The following table provides the sample sizes for the Analysis of Covariance results. The definitions of the analysis are the same as provided earlier and labeled by the same Roman numerals. As you can see, the sample size varies from group to group and according to which combination of variables is used to correct for background information. The sample sizes for the adjustment based upon nearly all (V) the students' pre-transfer data is the smallest. This is because, missing data from any of the variables causes that student to be dropped from the analysis. The table on pages 22-1 and 22-2 also indicates that the major problem comes from a lack of information from the demographic items on the survey. These items were used to construct the SES index. At the same time, it is important to recognize that the critical question is not the sample size itself, but whether the equation used for adjusting would be the same if all subject's scores were available. There is no way to know this for certain and the reader will have to decide if the data make sense and if the different analyses tend to corroborate or to contradict each other. This presentation is organized around many of the observations that seem important to this consultant.

Note: To interpret the table that follows, please refer to the following definitions of the adjustments indicated by Roman numerals. (longer descriptions can be found on pages 15 and 16 of this report):

I. Adjusting for prior achievement in the same general area as the current achievement being examined.

II. Adjusting for prior achievement using the overall total battery score of the CTBCAT 77.

III. Adjusting for Socio-Economic-Scale.

IV. Adjusting for ability differences prior to this year.

V. Adjusting for five pre-existing conditions.

The body of the table contains the sample sizes for each adjustment. Also provided are the total number of students in each grade and the total number of valid responses that were received for each dependent variable.

SAMPLE SIZES FOR ANALYSIS OF COVARIANCE ADJUSTMENTS AND POTENTIAL TOTAL CASES AND VALID CASES AVAILABLE

FOURTH Grade (TOTAL CASES = 3334)

Dependent variables: TOTAL READING (TOTAL VALID CASES =3052). or
WRITING (TOTAL VALID CASES =2934)

Covariance	I	II	III	IV	V
Total Group	2298	2072	814	2295	520
Non-Integrated	1178	1118	359	1296	288
Integrated	496	474	143	562	106
Magnet	254	245	110	286	81
Transfer	370	235	202	151	45

Dependent variable: TOTAL MATHEMATICS (TOTAL VALID CASES =3004)

Covariance	I	II	III	IV	V
Total Group	2222	2197	835	2445	537
Non-Integrated	1217	1202	376	1387	302
Integrated	516	509	145	610	109
Magnet	254	251	111	292	81
Transfer	235	235	203	156	45

SIXTH Grade (TOTAL CASES = 2962)

Dependent variables: TOTAL READING (TOTAL VALID CASES = 2661) or
WRITING (TOTAL VALID CASES = 2498)

Covariance	I	II	III	IV	V
Total Group	2081	1963	739	1705	439
Non-Integrated	883	863	245	840	192
Integrated	378	371	119	383	95
Magnet	336	333	132	354	110
Transfer	484	396	243	128	42

Dependent variable: TOTAL MATHEMATICS (VALID CASES = 2650)

Covariance	I	II	III	IV	V
Total Group	2185	2171	787	1898	468
Non-Integrated	993	988	270	967	214
Integrated	426	423	131	430	101
Magnet	349	348	136	370	111
Transfer	417	412	250	131	42

EIGHTH Grade (TOTAL CASES = 2485)

Dependent variable: TOTAL READING (VALID CASES = 2205) or
WRITING (VALID CASES = 2068)

Covariance	I	II	III	IV	V
Total Group	1759	1703	795	1605	593
Non-Integrated	625	617	220	629	186
Integrated	249	246	104	256	91
Magnet	353	350	177	373	153
Transfer	532	490	294	347	163

Dependent variable: TOTAL MATHEMATICS (VALID CASES = 2182)

Covariance	I	II	III	IV	V
Total Group	1881	1875	820	1772	619
Non-Integrated	710	707	237	719	201
Integrated	293	292	111	294	98
Magnet	366	366	181	393	157
Transfer	512	510	291	366	163

TENTH Grade (TOTAL CASES = 2353)

Dependent variable: TOTAL READING (VALID CASES = 1795) or
WRITING (VALID CASES = 1656)

Covariance	I	II	III	IV	V
Total Group	1315	1306	585	1200	461
Non-Integrated	338	337	97	314	79
Integrated	167	166	39	158	33
Magnet	288	285	95	278	81
Transfer	522	518	354	450	268

Dependent variable: TOTAL MATHEMATICS (VALID CASES = 1768)

Covariance	I	II	III	IV	V
Total Group	1571	1564	624	1433	489
Non-Integrated	434	433	102	403	81
Integrated	250	246	49	228	41
Magnet	342	341	111	326	92
Transfer	545	544	362	476	275

B. Demographic Items -- Tables:

These data are the only descriptive information we have of the students in the study. Tables are presented at each grade in pairs (with the exception of age in months), one for the total student group and one which compares the responses on demographic items for the four groups. As expected, the students indicate that they are generally eligible for free or reduced lunch. They reported a relatively high proportion of college educated parents of fourth and sixth graders and much lower proportions of eight and tenth graders. This may be due to a lack of knowledge on the part of the younger students, although as said above, there is concern for the quality of the demographic data. Not only are some of the individual demographic items surprising, especially for the younger grades, but the lack of relationship to other variables is also surprising. For example, SES was relatively unsatisfactory as an adjustment variable in the analysis of covariance.

These data comparing responses on the demographic items for each of the four groups are interesting and some general trends emerge. Magnet students are (with some exceptions at tenth grade) younger, less likely to be eligible for free or reduced lunch, more likely to be living with both parents, and more likely to have college educated parents. All the data are included in Appendix Five.

C. Achievement Test Result -- Tables:

1. Reliability of the Writing Assessment: The following set of data summarizes the information about the Writing Assessment scoring reliability.

Perfect Agreement	5,329	57.9%
Perfect or Adjacent Agreement	8,812	95.7%

Here, you will see that the percentage of papers scored with perfect agreement is approximately 58%. A recent scoring of papers in New Jersey was accomplished with a 79% perfect agreement and a scoring in Maryland, in 1989, achieved 74.5% perfect agreement, as just two examples. The St. Louis perfect agreement scoring is a little lower than we would expect and our expert on writing assessment, Wendy Littlefair, believes it may be due to the limited training provided. More training papers and review of the training standards part way through the scoring would probably help improve this statistic. You will also notice that the overall rating for adjacent or perfect agreement is a respectable 96%. This is evidence that the ratings are still reliable enough to be very worthy of our best interest and attention.

2. Data analysis: For many readers the graphs that are in the next section of the body of the report will be more easily understood and those readers may want to just read the observations in this section and then proceed directly to the graphs. For others, the richness of the data is better captured by the detailed tables provided in Appendix Six. The narrative focuses upon the transfer program. Differences between the magnet schools and the non-integrated and integrated programs, while important to St. Louis are not the focus of this study. Also, all analyses are conducted within a specific grade level. As the reader looks at the statistical analysis presented in Appendix Six, he or she will see that the organization of each analysis has all results for 4th grade presented first, 6th grade second, 8th grade third, and finally 10th grade. The first set of analyses involves the performance achievement levels of the students in each group at each grade level. First are attached the Stanford reading data, then the writing assessment results, and finally are the Stanford mathematics data for each grade. Each page of data is for a different dependent variable and is organized as described in the following comments.

1. The top of each page contains the mean, standard deviation and number of cases for the total sample and for each of the four groups. The first group for all analyses is always the non-integrated students, the second the integrated students, the third the magnet program students and, finally, the transfer students are always the fourth group. Immediately under this basic information is included the total number of students in this analysis and the number of missing cases.

2. The next section of data on each page of these tables concerns the significance tests for the differences between the four groups. The reader will see that the test is provided for the raw data and for each corrected (adjusted) data set. Each achievement score was corrected in five different ways, as explained above in Chapter II, section C and also indicated on these tables.

Observation: Nearly all statistical tests are significant, despite the varying sample sizes. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these, they all occur with the V adjustment (see the definitions of the adjustments). This is the one based on the smallest sample size.

3. In the same section of the tables are additional columns for proportion of variance in student performance explained by the grouping variable (i.e., non-integrated, integrated, magnet, and transfer groups) and the covariates (adjusting variables). In other words, each proportion tells you how good an explanation you have of the data at which you are looking. As indicated in footnotes to these three columns, the data provide, first, an indication of the explanatory power of the covariates (adjusting variables), second, the explanatory power of the group information after using the covariates, and, finally, the explanatory power of just the group information by itself.

Observations:

a. In every case, the fifth combination of covariates (using nearly all the pre-transfer information) provides the most explanatory power in the attempt to understand the differences between all the students. In other words, if you wanted to guess the score that a student would receive, this combination of variables would allow you to guess more correctly than any other combination of variables that we studied. This analysis, unfortunately, is also based upon the least number of students due to missing data.

b. The group identification (where the student is going to school) provides very little explanatory power, even though statistically significant differences exist. In other words, guessing a student's score from knowledge of which of the four groups he or she were in, would be very inaccurate.

c. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. In other words, your guess about an achievement score would be much better using these data. One reason for this may be that a measure of intelligence is often most reliable of the set of covariates available.

4. The last part of the table contains the means for the four groups after adjustment for each combination of covariates. These are the means that would be predicted to exist if all students were equal to each other on each of the covariates. For example, for covariance analysis IV, we are assuming that all the students have the same level of intelligence. A comparison of these means to those at the top of the page shows the differences between the raw data and the adjusted data.

Tables of mean performance, broken down for each district, are included in Appendix Seven.

D. Achievement Test Results -- Graphs:

The data tables are very complex and difficult to understand. For this reason, the report has included graphs of selected results. These graphs are presented in sets of three with the first graph showing the uncorrected differences in mean performance for the four groups. The second graph showing the differences in mean performance for the four groups corrected for ability (i.e., based upon adjustment IV). The third graph in each set shows the differences in mean performance corrected for overall background information (i.e., based upon adjustment V). These graphs are accompanied by brief, selected, observations and comments. As noted above, the narrative focuses upon the transfer program. Differences between the magnet schools and the non-integrated and integrated programs, while important to St. Louis are not the focus of this study. Also, the graphs are presented with connecting lines drawn across grades, but the reader should remember that grades contain different students. The lines are there, in part, to help the reader interpret the graphs. Interpretations of progress across grades are, as with all conclusions in this report, tentative.

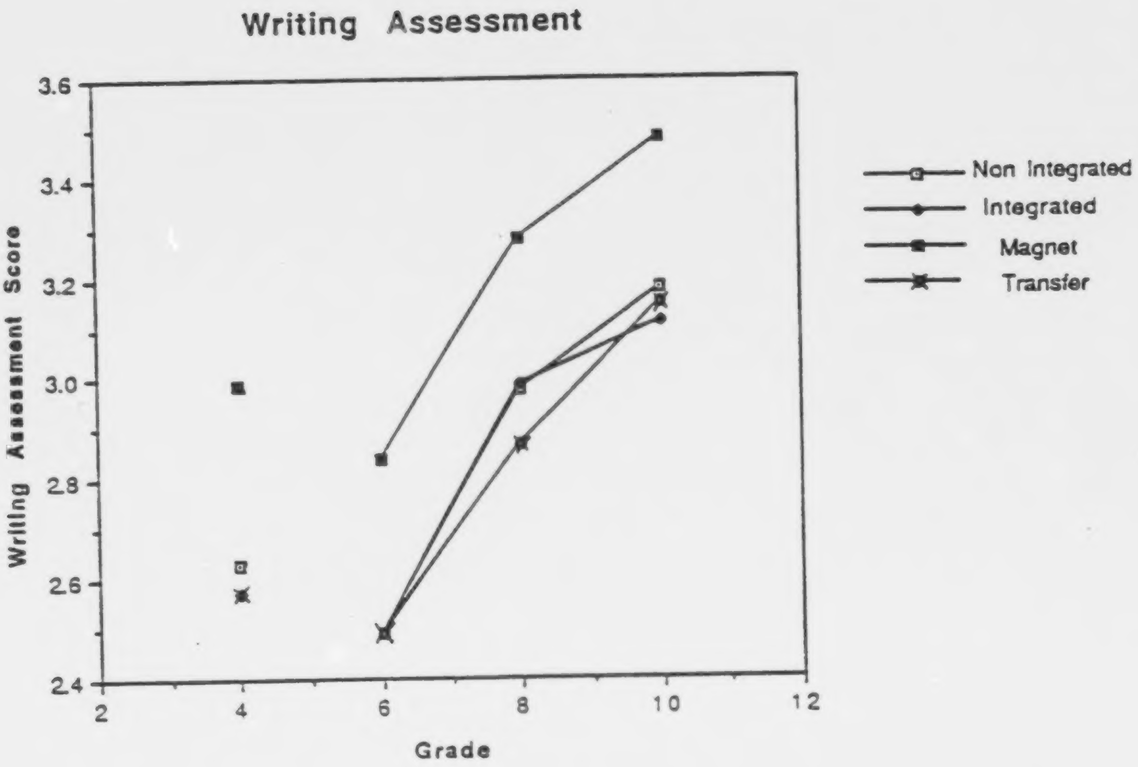
1. The first graph, in each triple, that focusses upon the raw mean performance of each group at each grade indicates a number of interesting observations.
   a. In nearly all cases, the uncorrected performance by magnet students is highest.
   b. The rank order of mean performance of transfer, non-integrated, and integrated students varies from grade to grade and from subject matter to subject matter.
   c. Progress across grades is observed on all achievement data for all groups through grade 8.
   d. The tenth grade data indicate a nearly level or even a lowered performance when compared to 8th grade for the Stanford achievement data for all groups except the transfer students. Transfer students continue progress in tenth grade.
   e. Writing Assessment results indicate increased performance from 8th grade to 10th grade for all groups.
2. The second and third graph in each triple also provide some interesting observations.
   a. The relatively high performance of the magnet school group

greatly lessens when adjusted for prior ability.

b. In many cases the achievement of non-integrated and integrated students moves to more closely approach that of magnet students when corrected for prior differences.

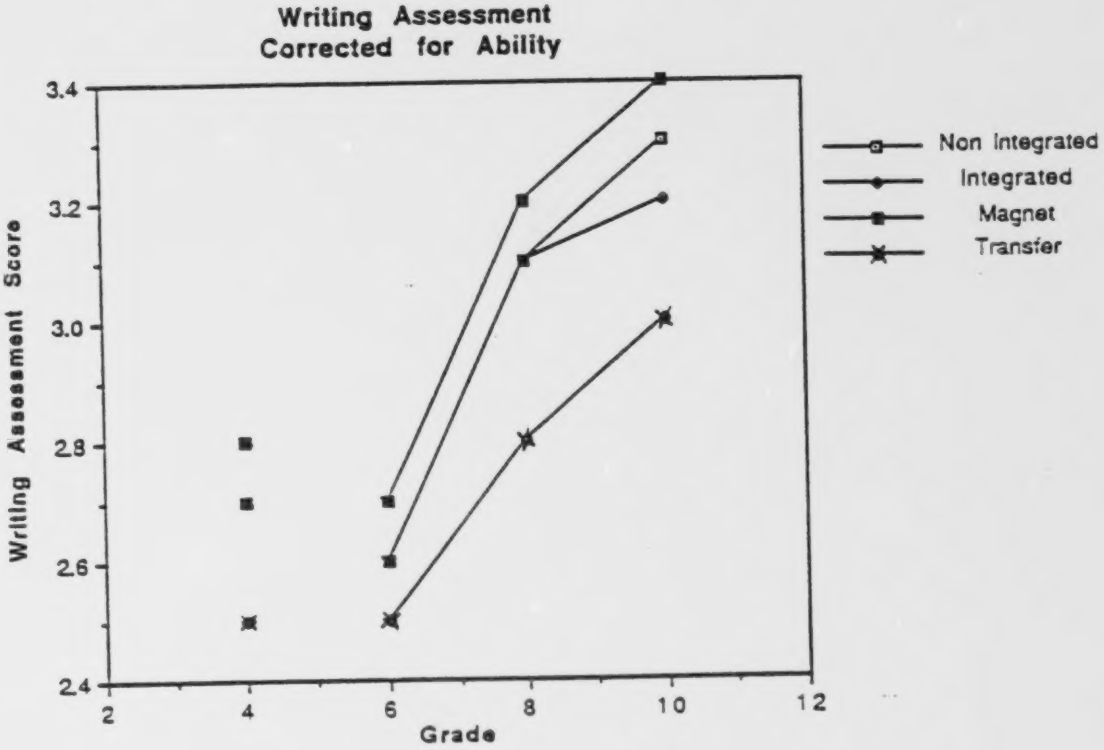
c. In contrast to the previous observation, the transfer student achievement tends to be lower relative to the other groups when adjusted for prior differences, with the exception of 10th grade. Some exceptions also occur with 8th grade mathematics.

Note: The graphs on Writing Assessment do not connect the fourth grade to the other grades. This is because the scoring of fourth grade was done by one panel of experts and the scoring of six, eight, and tenth graders was done by another. This raises questions of comparability in the rating scale from fourth to the other grades. You can see that the scores drop from fourth to sixth grades, and this is probably an indication of the tightening of the standards for older student.



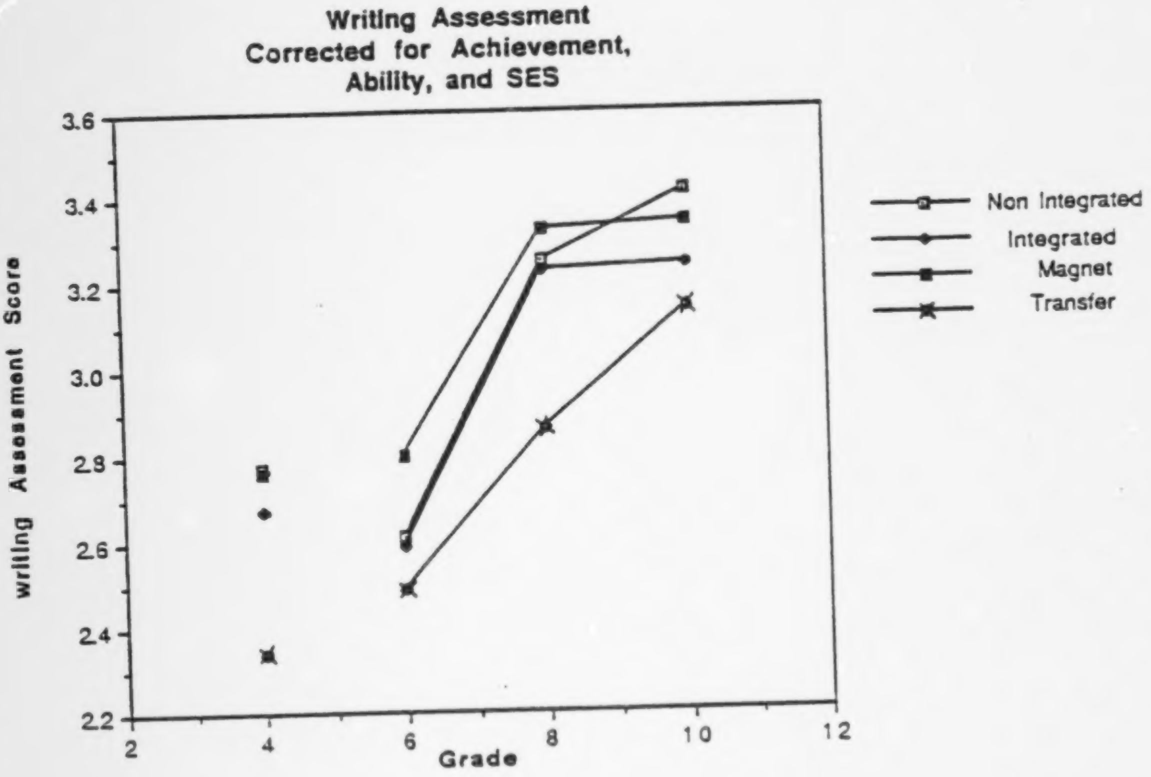
30-1

Notice that the magnet students are performing well above the other groups, at all grades on the Writing Assessment. The transfer students are below the non-integrated students and equal to the integrated group in 4th grade. They are below all three groups at 8th grade. The transfer, integrated, and non-integrated groups are almost exactly equal to each other at 6th grade. Transfer students are below non-integrated, and magnet students but above integrated students in the 10th grade.



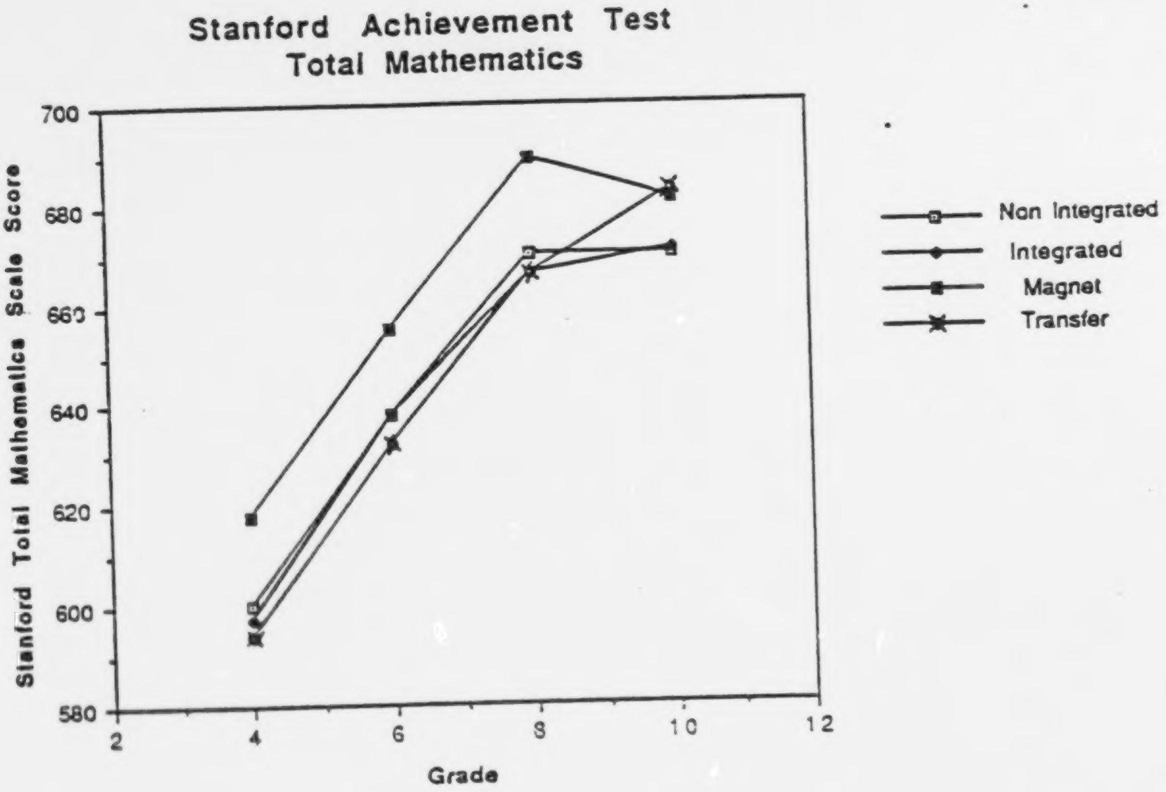
30-2

Notice, that if the groups are equated for ability differences, the magnet students are still above the other groups, but the integrated and non-integrated students are very close in performance, except at 10th grade. The transfer students remain relatively low at all grades.



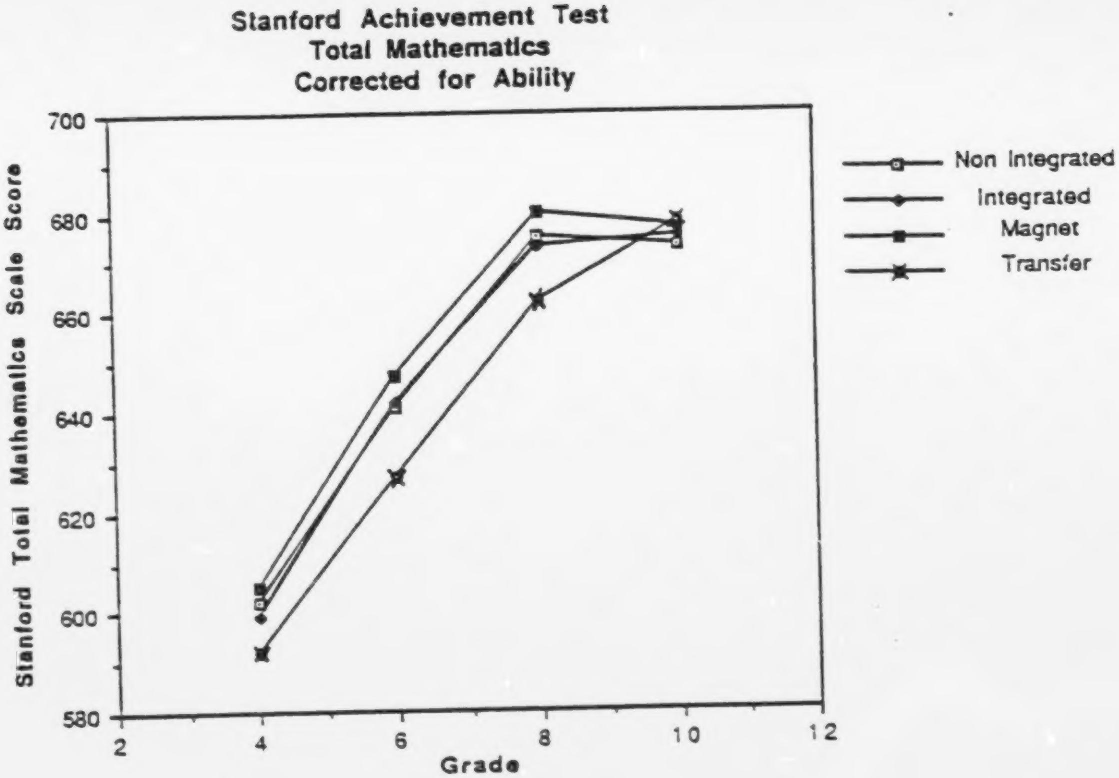
30-3

When the Writing Assessment scores are corrected for achievement, ability, and SES, the magnet students are even more like the integrated and non-integrated students. All three groups remain well above the transfer students in performance, despite the leveling off of the magnet and integrated students at 10th grade.



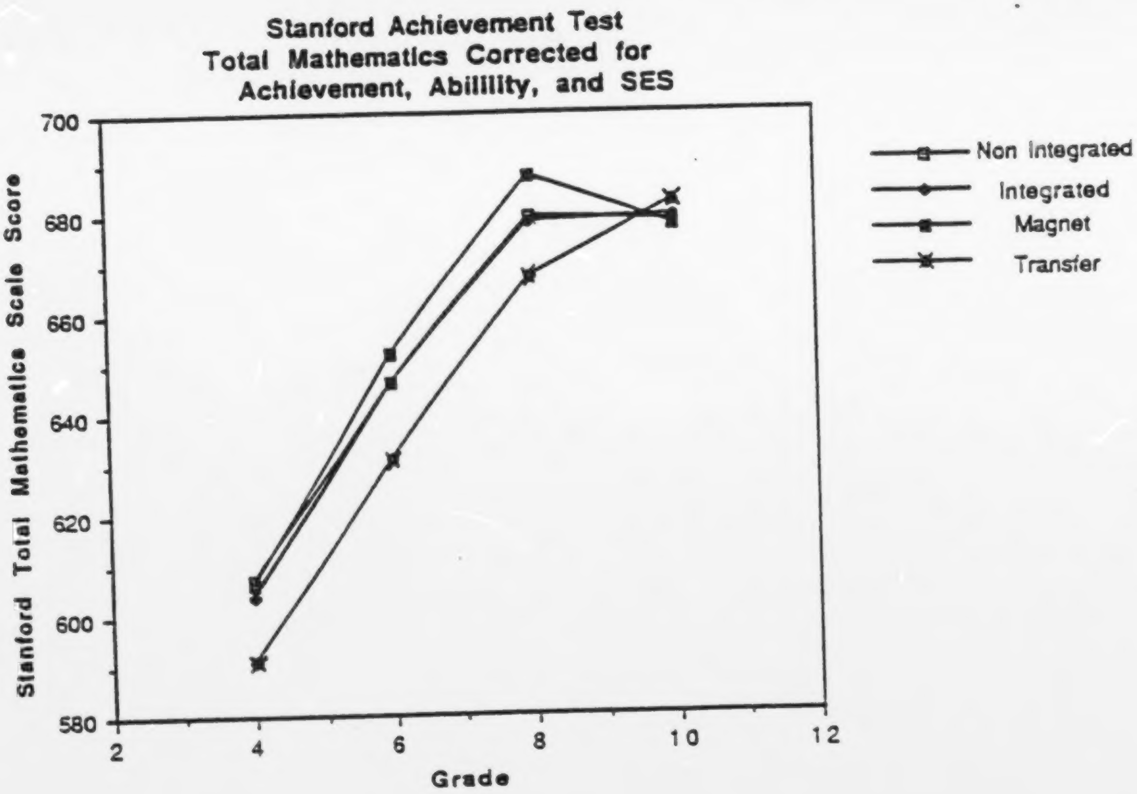
30-4

The raw performance level on Total Mathematics for integrated and non-integrated students is approximately the same. The transfer students are similar at grades 4, 6, and 8, but at 10th grade they have the highest mean score. The magnet students are well above all other groups at 4, 6, and 8th grade.



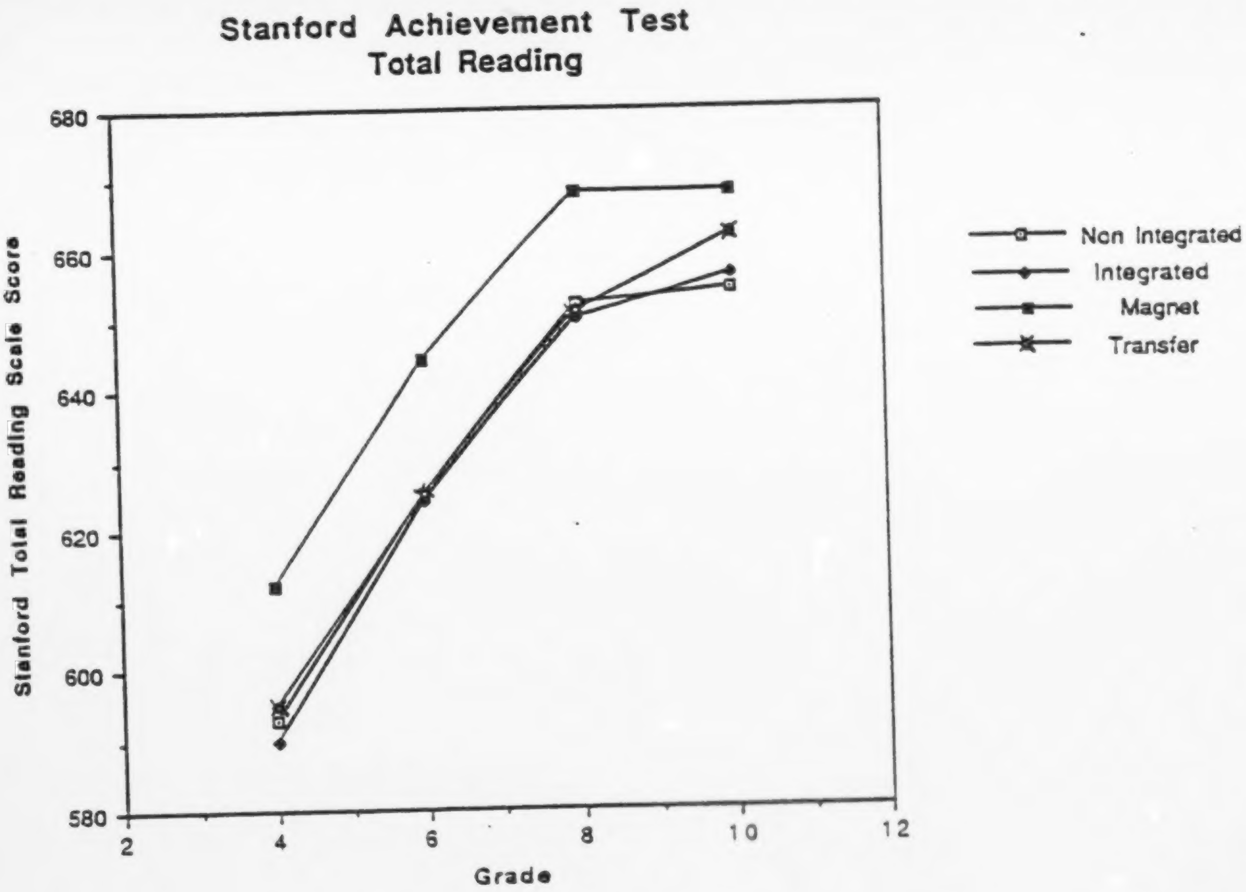
30-5

Again, when corrected for differences in ability level, non-integrated, integrated, and magnet students are much more similar. At 4, 6, and 8th grades the magnet students are still a little above the others and the transfer students are below. At 10th grade all groups perform at approximately the same level on Total Mathematics, although transfer students' mean performance is slightly above all others. Also, notice that the transfer student performance continues to climb, while the other groups have a lower mean at 10th grade than 8th grade.



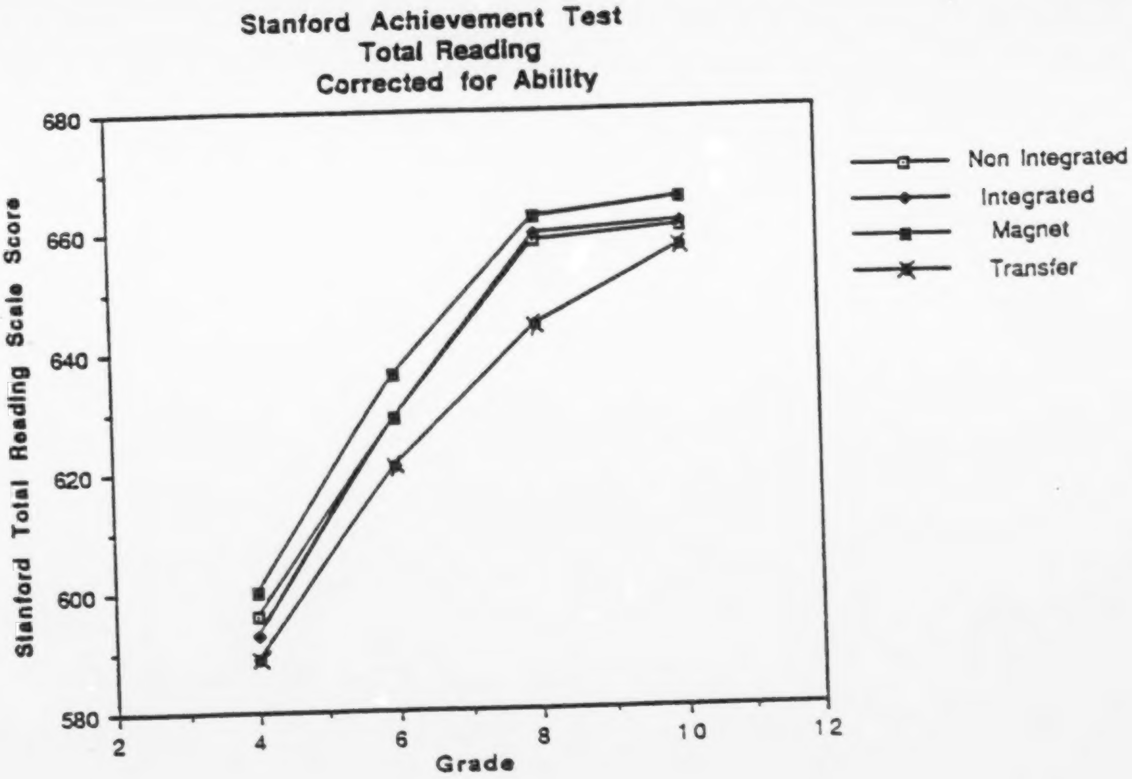
30-6

When corrected for achievement, ability, and SES the non-integrated, integrated, and magnet students perform more alike. With the exception of 10th grade, magnet students are still scoring a little higher and transfer students lower. Transfer students have the highest mean score due to their continued improvement from 8th to 10th grade.



30-7

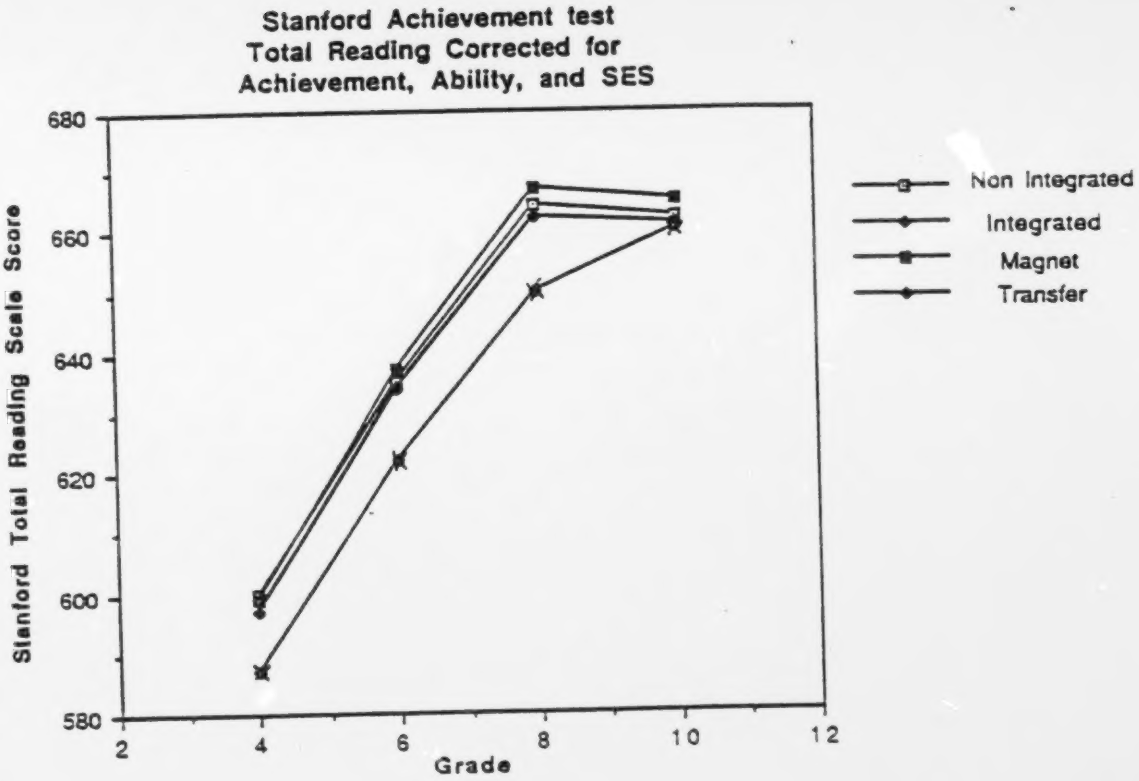
The raw Total Reading scores show a much higher performance level for magnet students at all grades, although these students do not show any improvement from 8th to 10th grades. The non-integrated, integrated, and transfer students are approximately equal in performance at 4, 6, and 8th grades. At 10th grade, transfer students show a continued improvement, bringing them closer to the magnet students.



Stanford Achievement Test
Total Reading
Corrected for Ability

30-8

When Total Reading scores are corrected for ability differences, the magnet students remain highest, but are closer to non-integrated and integrated students. These three groups again show a leveling off at 10th grade. Transfer students are lower in performance, but continue to show an improved mean performance from 8 to 10th grade, almost catching up at 10th grade.



30-9

When correcting Total Reading for achievement, ability and SES the non-integrated, integrated, and magnet students are much more similar in performance level. These three groups show a slight decrement at 10th grade. Transfer students are lower in mean performance, but continue to show a rising mean score across each grade level.

E. Attitude Survey Results -- Tables:

The next set of data to be discussed are the attitude survey results. The item responses are summarized in a set of four tables, one for each of the four grades and are included in Appendix Eight. Each table is organized with the items summarized one after another on the left (the reader might want to refer to the full text of each item, which is in Appendix One) and this is followed by the mean response for each of the groups. The overall significance test for any differences among the four groups is indicated. Finally, along with the overall significance test results on the right, is a subscript attached to the mean in each cell which indicates whether that group's mean is significantly different from the transfer students' mean. .

Observations:

a. For most attitude items, even those that are significant, the differences in the means are not great. A few exceptions occur, and these can be seen on the table and in the graphs provided in the next section.

b. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parent's preference. In each case the direction of the differences indicates that the transfer students and attitudes reported for the parents have the most positive view of being in school in the suburbs.

F. Attitude Survey Results -- Graphs:

These graphs are organized by item from first to last in the same order as seen on the survey instrument, and, as with all the data in Appendix Eight, are presented separately for each grade. The graphs allow the attitude data to be appreciated in a much more efficient manner.

All the items can be thought of as having a more preferred end to the response continuum as well as a less preferred end. The data are oriented so that the lower end of the Y axis is the preferred end. In some cases, the data had to be reversed. For example, item 9 -- Not always get school work done -- has its' preferred end toward strongly disagree. Another example, item 1 -- Principal wants students to do well -- has its' preferred end toward strongly agree. Some items such as those involving preference for the suburbs are arbitrary. In these cases, since the focus of this study is upon the transfer program, the end that indicates preference for the suburbs has been arbitrarily identified as the preferred end. Some other items are also arbitrary and have also been resolved by focusing upon the goals of the transfer program. For example, item 11 -- Old friends are better than new ones -- is considered to be positive in response if a student answers toward the disagree end. The reasoning for this is that we want students in the transfer program to be receptive to making new friends in the transfer school. The reader can refer to the table of attitude means to see if he or she agrees with the identification of the preferred end and to look at the actual mean preference rating.

A second advantage to the graphs is that not only can relative attitude scores be identified, but so can absolute score. For example, in fourth grade item 2, "All students are treated the same", the reader will notice that the groups are relatively in disagreement with that item when compared to their attitude toward other items. The absolute rating, on the other hand, is approximately 3.0 which is identified as neutral on the 5 point scale. In other words, fourth graders chose the point on the 5 point scale that was identified with the label "neutral" when asked about the students being treated the same.

It is important to remember that all students in this study are African-American. We do not know if the White students would give the same response to this question or any others. We do not have any data that allow us to put into a general context these African-American students' responses. For example, it might be that white students disagree more strongly than African-American students with the item, "All students are treated the same". We simply do not know. This is one of the limitations of the study design.

Observations:

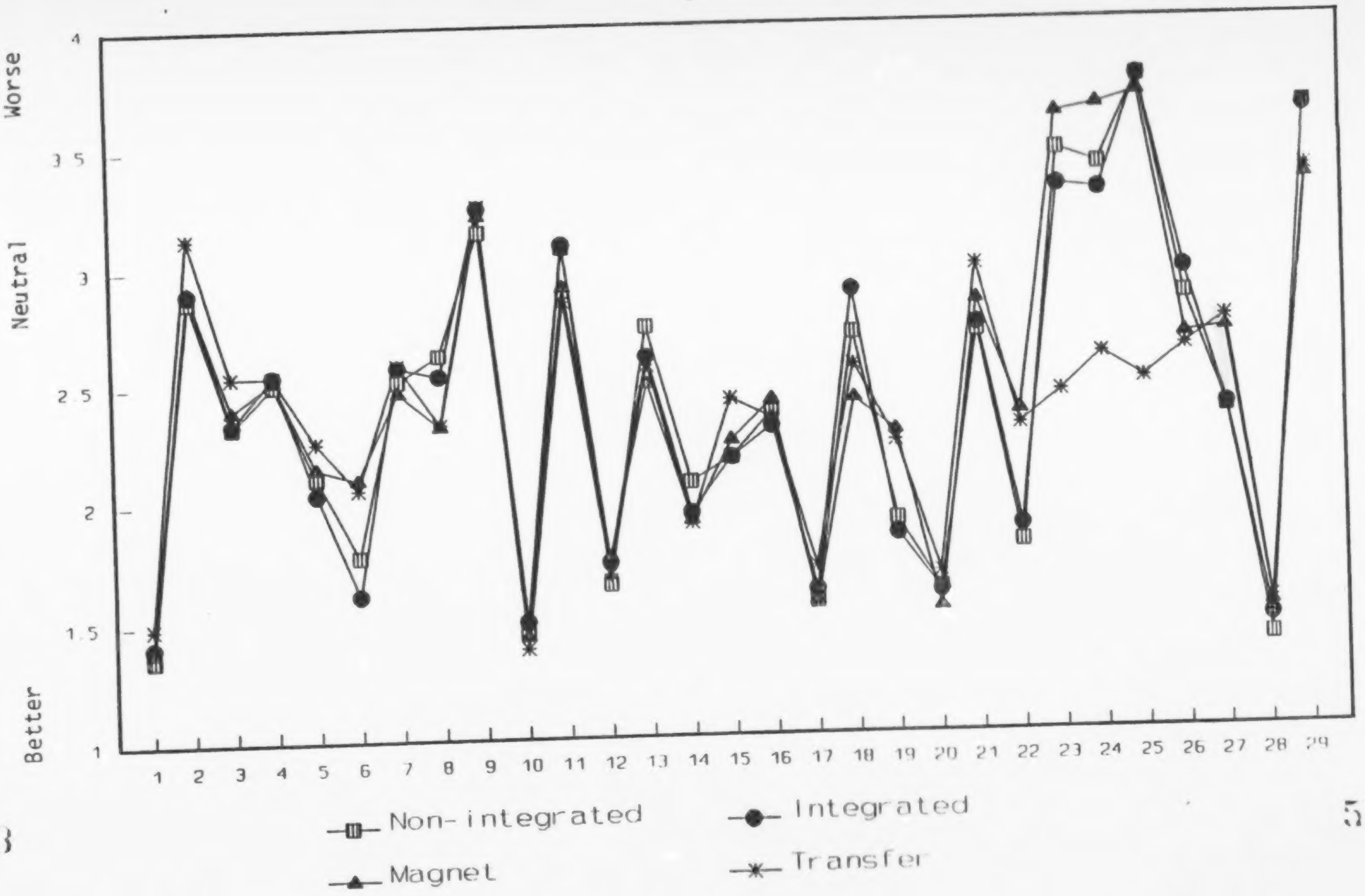
a. Again, the items that relate to preferred location of schooling are readily identified on each graph. It should also be noted that these items elicit the most disagreement of any items from non-integrated, integrated and magnet students, as we would hope.

b. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades. Clearly, there is a high correlation (relationship) of mean attitude across the groups.

c. At 10th grade, there is some indication that the four groups are more interchangeable in their attitudes (equivalent) than at the other grades. This is, of course, with the exception of those items having to do with preference for location of school.

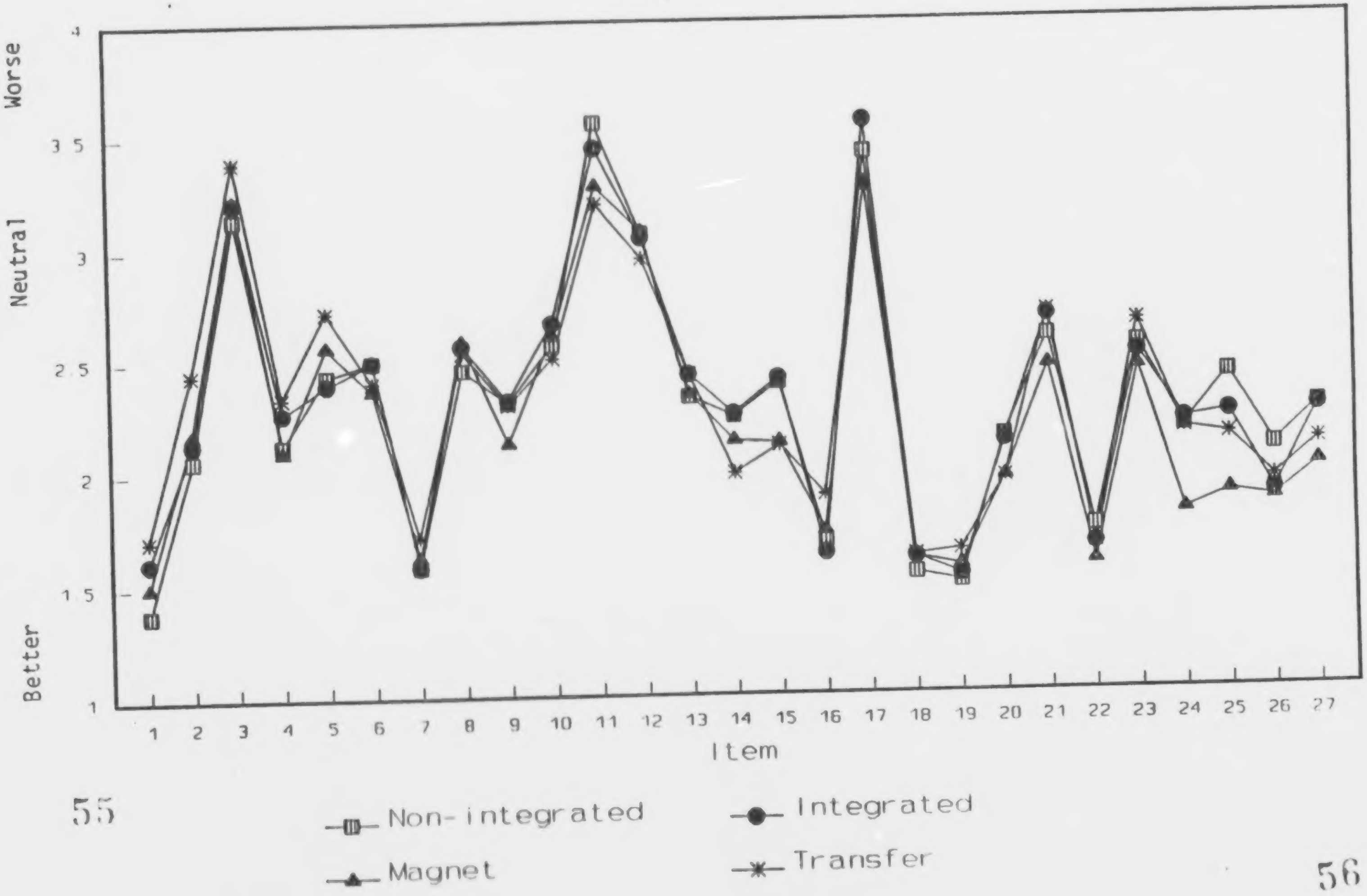
Grade Four Survey

Figure 1



Grade Six Survey

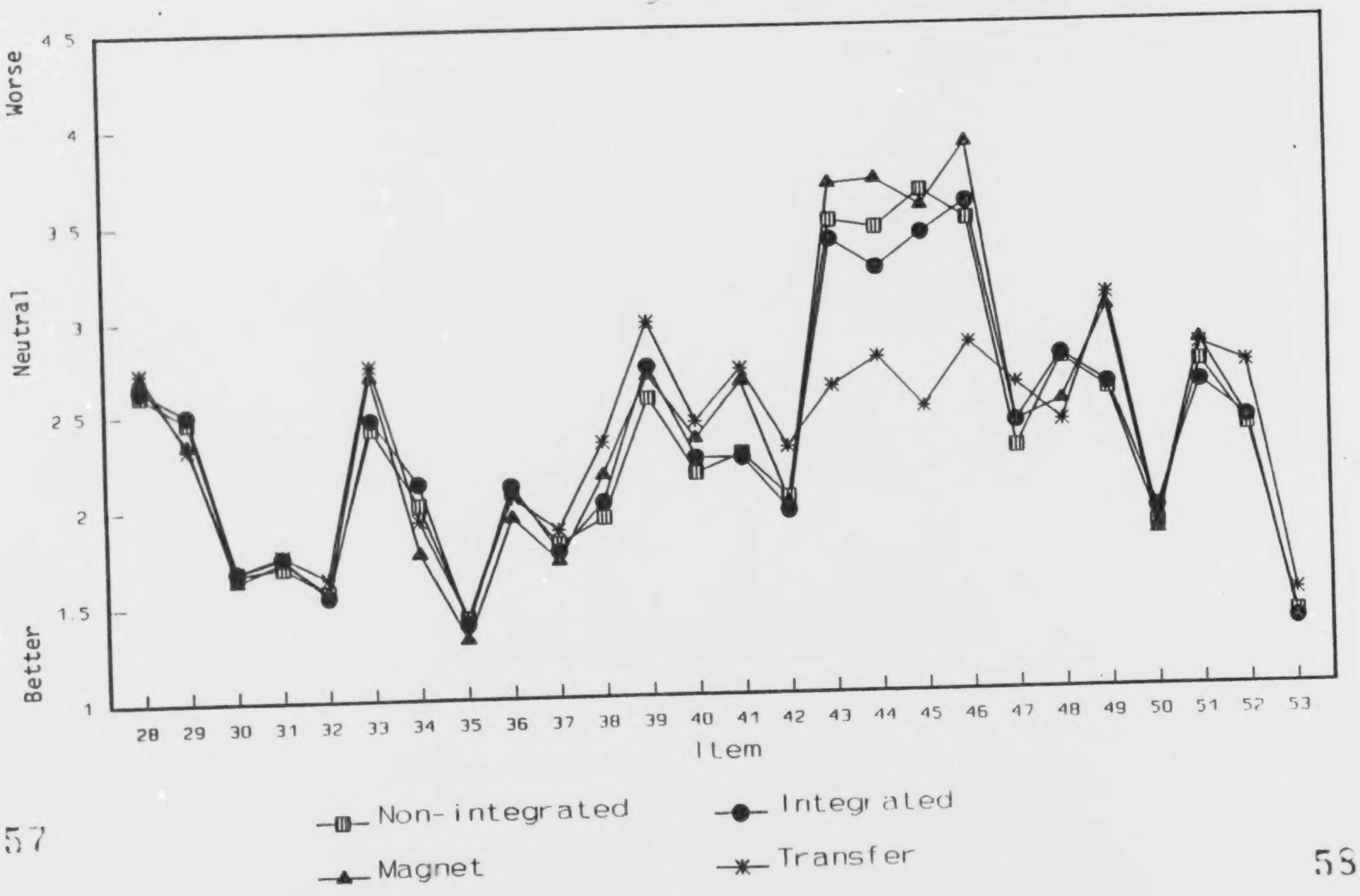
Figure 2 1a



33-3

Grade Six Survey

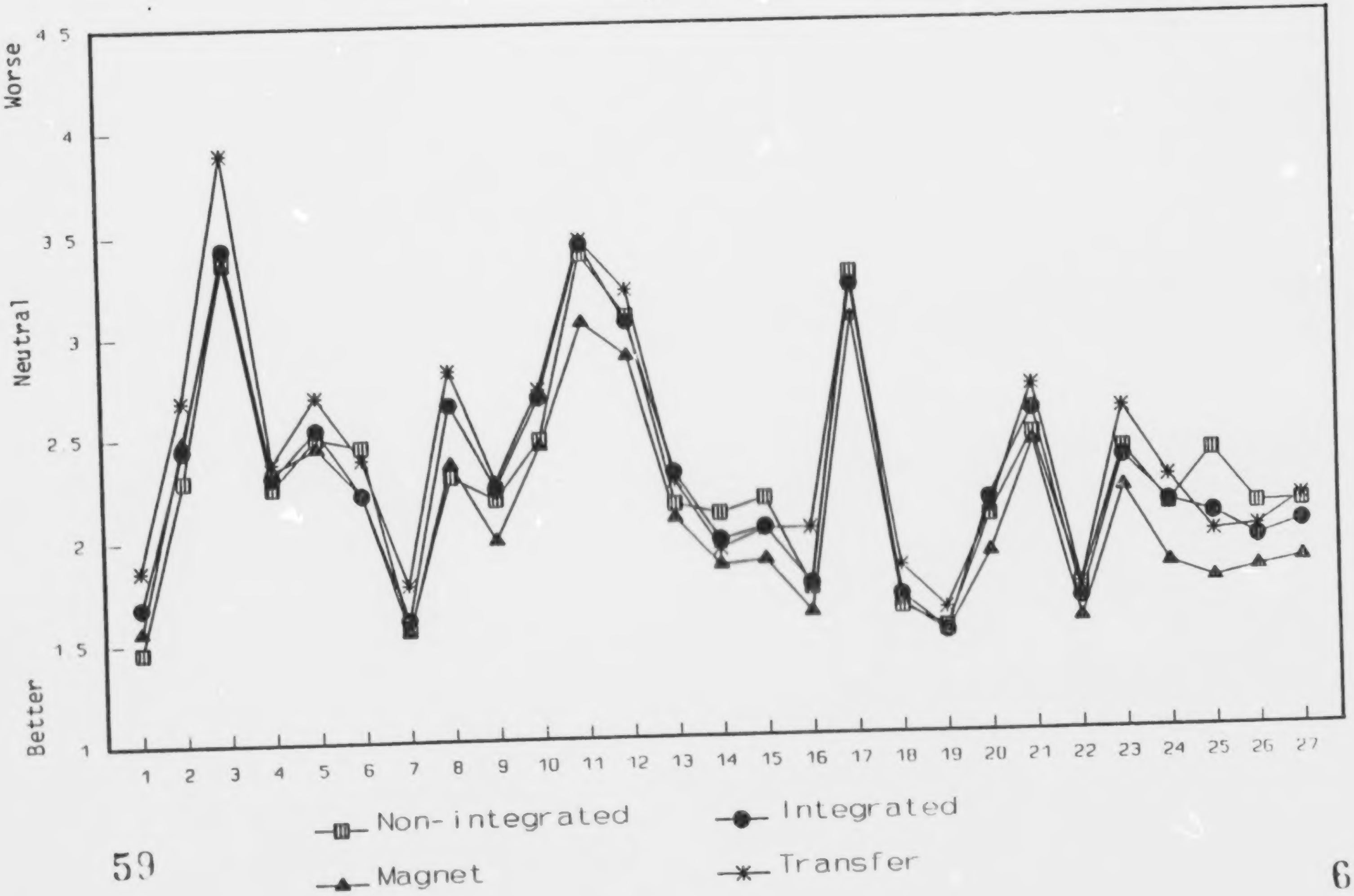
Figure 2 1b



33-4

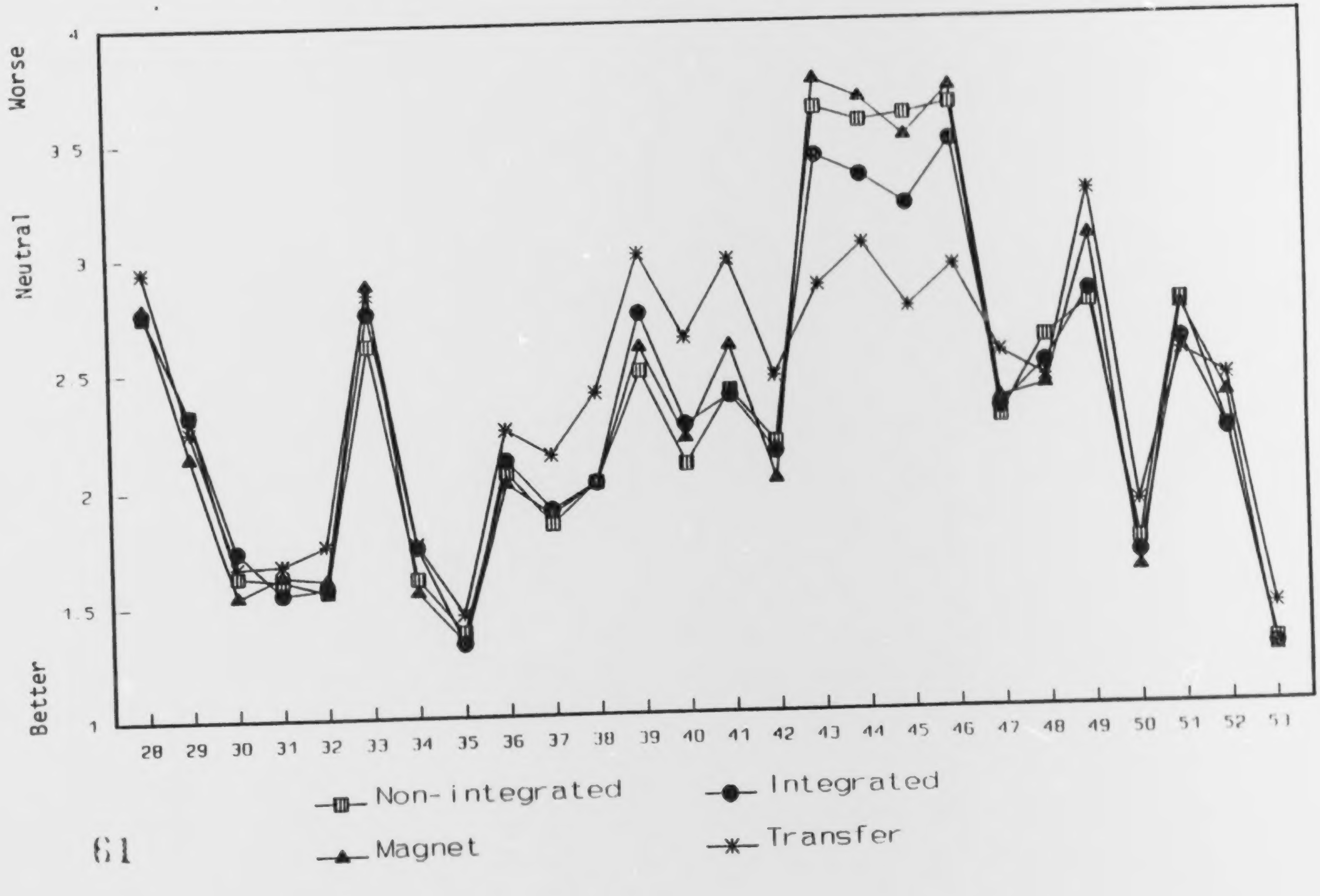
Grade Eight Survey

Figure 3 1a



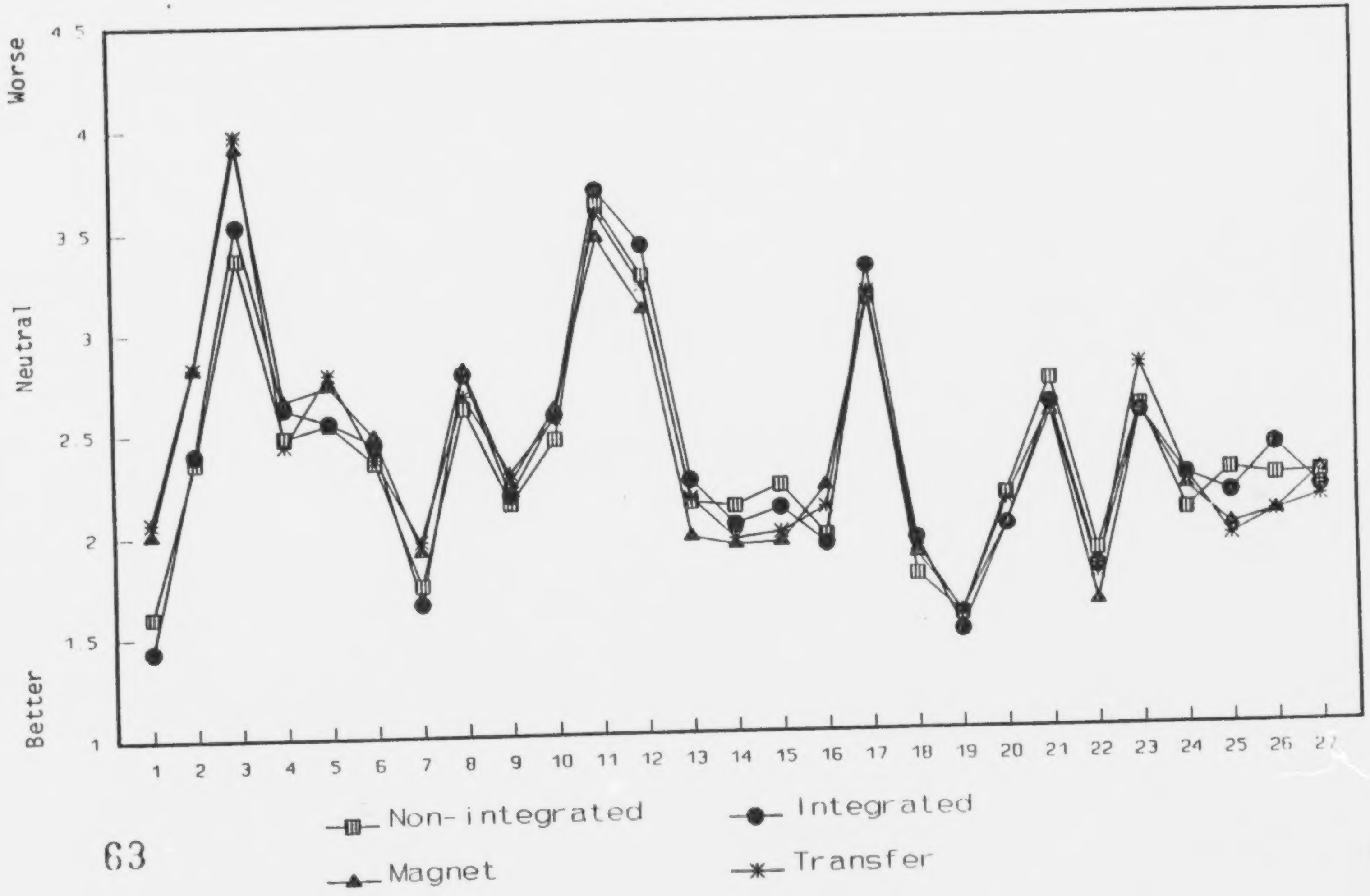
Grade Eight Survey

Figure 3.1b



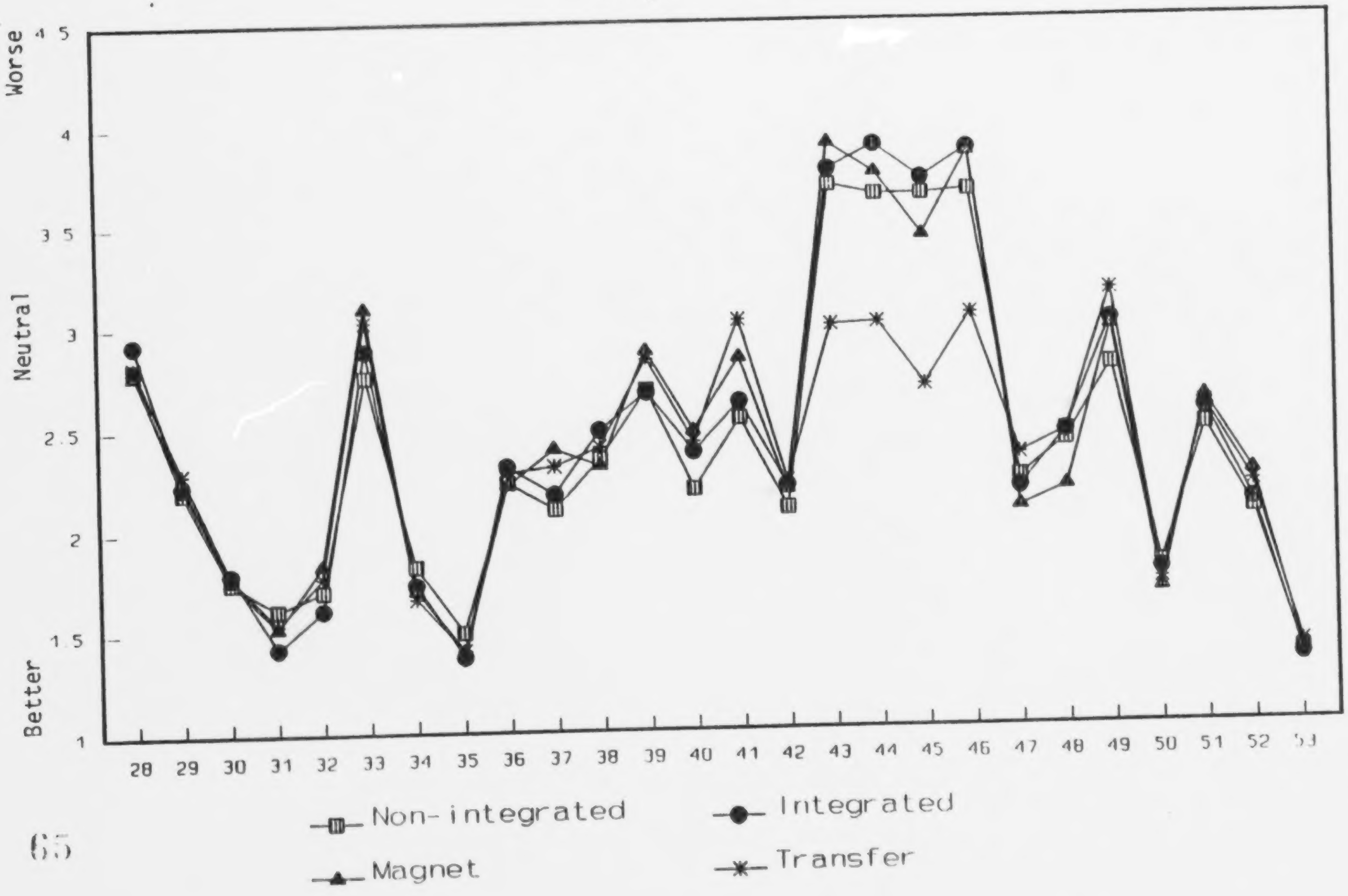
Grade Ten Survey

Figure 4.1a



Grade Ten Survey

Figure 4 15



F. Pre-transfer background information:

An examination of the pre-transfer equating information was conducted and is attached as Appendix Nine. With few exceptions, the data indicate that the magnet students have the highest achievement scores, and the transfer students usually have the second highest set of scores, although some exceptions occur. The non-integrated and integrated students are relatively similar to each other and lower than the transfer and magnet students. These results were generally as expected from the comments on the previous evaluation study by Dr. Steve Osterlind.

G. Correlation of Achievement and Attitude with Months in Transfer Program:

A statistical analysis was done to determine if there is a correlation between the attitude item scores, achievement scores and the number of months in the transfer program. Those results are summarized in Appendix Ten. The correlation of both attitude items and achievement to months in the transfer program is essentially zero. In other words, there is no evidence that being in the transfer program for a longer time is a benefit in terms of achievement or attitude. Again, these same results were obtained in the Osterlind study.

H. Overview of Stanford performance in Percentile terms and the performance on the Writing Assessment:

Scale scores were used in all statistical tests since the purpose of this study is to look at the relative performance of the four groups and to prepare for the collection of developmental data. These scale scores are very useful for comparisons, but unfortunately they are not very informative in an absolute sense. The district and building reports from the Stanford are prepared for use by teachers, principals, and superintendents and will be made available to districts. For curriculum purposes, the percentile rank information is probably much more informative.

The following table is included to provide a simple contrast of the student's performance relative to the national norm group. Remember that the national norms are such that the middle performance in the United States is at the 50th percentile. These data are the median (middle) level of performance of all the students in our study relative to the national norm group. In other words, these students' performance is such that half of them scored below the percentile reported in the table. Notice that their performance level is, on average, very low. The percentiles are in the low twenties, with the very few exceptions found in the case of mathematics computation. The reader should remember that the computation area is the one area that may have had problems with administration and the misuse of calculators. Of course, the general cautions outlined earlier would apply to this data as well.

While the median performance recorded here is very low, it should be recognized that a full range of performance was obtained by students in the study. In other words, some of these students scored at the highest level possible on the Stanford. The performance obtained here is not inconsistent with what might be predicted from the pre-transfer COGAT adjustment variables that were also recorded. The performance is much lower than that observed on the CTBCAT. The reason for this is probably because the norms on the CTBCAT had become very much out of date during the last years that it was still being used by the City.

A second set of four tables is included to help readers understand the Writing Assessment data. Each grade is summarized in a simple table of the percentage of students at each level of performance on the six point scale used to report the writing proficiency. There is no national norming information available for this instrument and it is not clear whether the performance level should be labeled high, low or in between. The writing manual included in Appendix Three and the examples of writing generated at each level of performance provides some insight on that question.

STANFORD ACHIEVEMENT TEST
MEDIAN PERCENTILE SCORES

- FOURTH GRADE

	Median Percentile	N
TOTAL READING	21	3048
VOCABULARY	23	3058
COMPREHENSION	22	3055
TOTAL MATH	26	3000
CONCEPT OF NUMBERS	28	3048
MATH COMPUTATION	31	3042
MATH APPLICATION	23	3017

- SIXTH GRADE

	Median Percentile	N
TOTAL READING	23	2659
VOCABULARY	23	2667
COMPREHENSION	22	2667
TOTAL MATH	26	2647
CONCEPT OF NUMBERS	24	2669
MATH COMPUTATION	40	2669
MATH APPLICATION	18	2658

- EIGHTH GRADE

	Median Percentile	N
TOTAL READING	25	2205
VOCABULARY	26	2211
COMPREHENSION	28	2211
TOTAL MATH	32	2182
CONCEPT OF NUMBERS	34	2209
MATH COMPUTATION	38	2205
MATH APPLICATION	22	2187

- TENTH GRADE

	Median Percentile	N
TOTAL READING	20	1795
VOCABULARY	20	1808
COMPREHENSION	23	1811
TOTAL MATH	22	1768

```
          GRADE FOUR LOCAL NORMS        Four Groups           10/7/91

WRTSC     Writing Assessment Score
                                                           Valid     Cum
                          Value   Frequency  Percent     Percent   Percent

                             .0          2       .1          .1        .1
                            1.0        110      3.3         3.7       3.8
                            1.5        205      6.1         7.0      10.8
                            2.0        676     20.3        23.0      33.8
                            2.5        625     18.7        21.3      55.1
                            3.0        754     22.6        25.7      80.8
                            3.5        290      8.7         9.9      90.7
                            4.0        189      5.7         6.4      97.2
                            4.5         49      1.5         1.7      98.8
                            5.0         28       .8         1.0      99.8
                            5.5          4       .1          .1      99.9
                            6.0          2       .1          .1     100.0
                             .         400     12.0     Missing
                                   -------  -------     -------
                          Total       3334    100.0       100.0

Mean          2.645      Std dev        .807      Minimum         .000
Maximum       6.000
Percentile    Value      Percentile    Value      Percentile     Value

  10.00       1.500        20.00       2.000        25.00        2.000
  30.00       2.000        40.00       2.500        50.00        2.500
  60.00       3.000        70.00       3.000        75.00        3.000
  80.00       3.000        90.00       3.500
Valid cases    2934      Missing cases    400
------------------------------------------------------------------------
```

```
         GRADE SIX LOCAL NORMS          Four Groups             10/7/91

WRTSC    Writing Assessment Score
                                                           Valid     Cum
                                 Value  Frequency  Percent  Percent  Percent

                                    .0          1       .0       .0       .0
                                   1.0         65      2.2      2.6      2.6
                                   1.5        118      4.0      4.7      7.4
                                   2.0        725     24.5     29.0     36.4
                                   2.5        571     19.3     22.9     59.2
                                   3.0        761     25.7     30.5     89.7
                                   3.5        175      5.9      7.0     96.7
                                   4.0         61      2.1      2.4     99.2
                                   4.5         14       .5       .6     99.7
                                   5.0          7       .2       .3    100.0
                                     .        464     15.7  Missing
                                          -------  -------  -------
                                 Total       2962    100.0    100.0

Mean          2.545      Std dev       .648      Minimum          .000
Maximum       5.000

Percentile    Value      Percentile    Value      Percentile      Value

  10.00       2.000        20.00       2.000        25.00         2.000
  30.00       2.000        40.00       2.500        50.00         2.500
  60.00       3.000        70.00       3.000        75.00         3.000
  80.00       3.000        90.00       3.500
Valid cases    2498      Missing cases    464
-------------------------------------------------------------------------------
```

```
              GRADE EIGHT LOCAL NORMS         Four Groups            10/7/91

WRTSC         Writing Assessment Score
                                                           Valid      Cum
                                  Value  Frequency  Percent  Percent  Percent

                                     .0          1       .0       .0       .0
                                    1.0         19       .8       .9      1.0
                                    1.5         26      1.0      1.3      2.2
                                    2.0        267     10.7     12.9     15.1
                                    2.5        342     13.8     16.5     31.7
                                    3.0        823     33.1     39.8     71.5
                                    3.5        302     12.2     14.6     86.1
                                    4.0        189      7.6      9.1     95.2
                                    4.5         52      2.1      2.5     97.7
                                    5.0         31      1.2      1.5     99.2
                                    5.5         11       .4       .5     99.8
                                    6.0          5       .2       .2    100.0
                                      .        417     16.8  Missing
                                           -------  -------  -------
                                  Total       2485    100.0    100.0

Mean          3.002      Std dev          .735      Minimum          .000
Maximum       6.000

Percentile    Value      Percentile    Value      Percentile    Value

  10.00       2.000        20.00       2.500        25.00       2.500
  30.00       2.500        40.00       3.000        50.00       3.000
  60.00       3.000        70.00       3.000        75.00       3.500
  80.00       3.500        90.00       4.000
Valid cases    2068      Missing cases    417
-------------------------------------------------------------------------------
```

```
            GRADE TEN LOCAL NORMS          Four Groups            10/7/91

WRTSC       Writing Assessment Score
                                                            Valid     Cum
                              Value  Frequency  Percent   Percent   Percent

                                1.0          7       .3        .4        .4
                                1.5         16       .7       1.0       1.4
                                2.0        185      7.9      11.2      12.6
                                2.5        231      9.8      13.9      26.5
                                3.0        537     22.8      32.4      58.9
                                3.5        269     11.4      16.2      75.2
                                4.0        234      9.9      14.1      89.3
                                4.5         90      3.8       5.4      94.7
                                5.0         55      2.3       3.3      98.1
                                5.5         19       .8       1.1      99.2
                                6.0         13       .6        .8     100.0
                                  .        697     29.6   Missing
                                       -------  -------   -------
                              Total       2353    100.0     100.0

Mean          3.218      Std dev        .847      Minimum         1.000
Maximum       6.000

Percentile    Value      Percentile    Value      Percentile    Value

  10.00       2.000        20.00       2.500        25.00       2.500
  30.00       3.000        40.00       3.000        50.00       3.000
  60.00       3.500        70.00       3.500        75.00       3.500
  80.00       4.000        90.00       4.500
Valid cases    1656      Missing cases    697
-------------------------------------------------------------------------
```

IV. NEXT STEPS and SUMMARY

A. The Challenge:

It is clear that there is an opportunity for all groups of students to show improvement. The success that exists is not associated with just one program. There is a great challenge that remains, and it is to learn what accounts for the successes that are present. If the resulting understanding can be generalized so that improvement in performance and attitudes can be obtained for all students, we will have done a wonderful thing.

B. Improving the Teaching of Writing:

One of the outgrowths of this effort is the development of a manual that could be made available to teachers. (see Appendix Three) This manual contains the definitions of the various scale points, both in terms of the rubric that is used to score papers, and in terms of concrete examples of performance at each level. An examination of this manual and its application to defining good writing in a concrete manner can be helpful to the schools. The performance assessment in subsequent years will be based upon a set of parallel prompts that allow monitoring of writing over time. In this way, we can observe the development of good writing and the success of teachers in conveying this to students. Attention to writing should be followed by gradual increase in the writing scores on these parallel prompts.

C. Target success:

It is the recommendation of this report that task forces be identified to address a series of issues that are raised by this data. As an example, perhaps one of these should be the further examination of the attitudes of the students in the transfer program. It may be that the attitudes of African-American students in the transfer program are not different from other students in the recipient schools. Perhaps both groups have slightly lower attitudes than students in the city? At this time we do not know, but this could be determined. If evidence supports the conclusion that there is a difference, additional work should evolve to look at the cause of this difference. It is not necessarily true that any causal factors will be associated with the actions of the transfer schools' administrations, teachers or pupils.

D. Further studies:

Another area that might be identified for further work is the development of a follow-up system to examine long range effects of the transfer program. For example, it might be possible to look for changes in work behavior of students after they graduate from high school. Such factors as job opportunities following graduation, and ability to live successfully in an integrated world are two more such examples of important nonachievement variables.

Even though other valuable outcomes should be considered when evaluating the effect of the transfer program, being able to change achievement and to change attitudes remains important. The data suggest that there are many examples of successful students with positive attitudes in these schools. Whether their success is due to the school program or to home factors or to something else is not clear from these data.

Another particularly interesting question involves exploring the definitions of the four groups. As noted above, a relatively strict definition for inclusion in the transfer school group was used. This was not true of the other three groups, and we could consider modifying the preliminary definitions, although that is not likely to change the results. A simple analysis was done to compare the means of the non-integrated, integrated, and magnet students who were more narrowly defined to be in the study to those more openly defined to be in the study. The results of this study indicated that a change in the definition would not be likely to affect the mean score on the achievement tests.

A set of cautions were outlined above and these should be examined and either dismissed or changes made to obviate them in the future. For example, the concern with pulling students out of class for testing is a possible rival hypothesis for explaining a portion of these results. Some tentative evidence for this can be obtained in Parkway since they use the Stanford, but do so in the Fall without pull-out. Daniel Coates, director of program evaluation at Parkway, has obtained some of our data and is exploring this hypothesis using additional data available from his files. He has a report on that analysis and it is directly available from him. It further supports the position that is taken by this report -- careful and cautious interpretation of the data is warranted. At this time, a number of competing hypotheses (including that of the testing conditions) exist that might account for the results reported.

A second factor that test publishers' studies have shown to be of potential significance is that of the students' and teachers' familiarity with the testing instruments. It is well known that school performance tends to increase during the first few years of adoption of a new instrument. Since the plan for this evaluation is longitudinal, a built in correction for this phenomenon exists. It may be that improvement in performance by school systems that were not previously using the Stanford will occur as a result of increased familiarity with the instrumentation. This might result in a gradual moving upward of the transfer students' means relative to the city's.

This is a replicated longitudinal study (two cohorts of students are to be followed through the system), as noted above, and we will look at trends in the data across future years of the study. Until replicated over time, we will not draw firm conclusions. The truth **may** be that additional large increases in school development as indicated by mean achievement gains of students are not obtainable through a transfer program approach. In other words, a transfer model might enhance other variables affecting school performance, but at this time we do not have sufficient evidence documenting such a phenomenon. Perhaps programs that are quite different from current academic environments would have an impact. As indicated several times above, though, transfer programs can still be considered an important public policy for other very good reasons. At this time, we can draw no final conclusions.

E. Summary:

The following is a very brief listing of some of the most important comments noted above, and reproduced in the executive summary. The reader, including school personnel, is cautioned to remember that interpretations are tentative:

1. With few exceptions, the pre-transfer data (known as covariates or adjusting variables) indicate that the magnet students have the highest pre-transfer achievement scores, and the transfer students usually have the second highest set of scores.

2. Nearly all statistical tests are significant, despite the varying sample sizes. In other words, very few of the differences are due to chance. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these, they all occur with the most

encompassing adjustment (V).

3. In every case, the combination of adjusting variables which used nearly all the pre-transfer information provides the most explanatory power in the attempt to understand the differences between all the students. This analysis is also based upon relatively few students due to missing data.

4. The group identification of the student as enrolled in a non-integrated, integrated, magnet school, or transfer school provides very little explanatory power, even though statistically significant differences exist. In other words, if you use the group in which a student is enrolled to predict the student's performance, you would not be very accurate.

5. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. One reason for this may be that a measure of intelligence is often the most reliable of the set of covariates available. Being more reliable allows one variable to correlate better with another variable.

6. The relatively high performance of the magnet school group greatly lessens when adjusted for prior ability. In other words, students who enter as higher ability students tend to continue demonstrating higher performance.

7. In many cases the achievement of non-integrated and integrated students moves to more closely approach that of magnet students when corrected for prior differences.

8. In contrast to the previous observation, the transfer student achievement tends to be lower relative to the other groups when adjusted for prior differences, with the exception of 10th grade. Some exceptions also occur with 8th grade mathematics.

9. In nearly all cases, the uncorrected performance by magnet students is highest.

10. The rank order of mean performance of transfer, non-integrated, and integrated students varies from grade to grade and from subject matter to subject matter.

11. Progress across grades is observed on all achievement data for all groups through grade 8.

12. The tenth grade data indicate a nearly level or even a lowered performance when compared to 8th grade for the Stanford achievement data for all groups except the transfer students. Transfer students continue showing progress in tenth grade.

13. Writing Assessment results indicate increased performance

from 8th grade to 10th grade for all groups.

14. For most attitude items, even those that are significantly different for two or more groups, the differences in the means are not great, except in a few cases.

15. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parents' preference. In each case the direction of the differences indicates that the transfer students and their parents have the most positive view of being in school in the suburbs.

16. It should also be noted that the items on school preference elicit the most disagreement of any items from non-integrated, integrated and magnet students, as we would expect.

17. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades.

18. This slight difference in attitude is not seen in 10th grade, but clearly, there is a high correlation (degree of relationship) of mean attitude across all four groups at all grades.

19. The correlation of both attitude items and achievement to months in the transfer program is essentially zero.

20. The median (middle) level of performance of the total group of students, relative to the national norm group, indicates a very low level of performance. Half of the students scored in the low twenties in terms of their national percentiles on most of the achievement variables.

21. While the average performance recorded here is very low, it should be recognized that a full range of performance was obtained by students in the study. In other words, some of these students scored at the highest level possible on the Stanford.

APPENDIX ONE

ATTITUDE SURVEY

INSTRUCTIONS AND SURVEYS

1991

42.1

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
FOURTH (4TH) GRADE - SUBURBS

Test Administrator: Before you start, make certain each student has a #2 pencil. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you as an individual answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now answer each question about your home. Darken either the yes or no to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of your mother or stepmother, father or stepfather, if you know. Next mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:

SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree'. If you do not care whether you go to the movies you would choose 'N' for 'Neutral', or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree'. Finally, if you hate going to the movies you would choose 'Strongly Disagree', 'SD'. You will pick the alternative that is closest to the way you usually feel."

Test Administrators: - Ask your students to look at the practice survey. Tell them it looks like the real survey and explain to them that it is to be used as a practice survey.

"You can see from the first example I just read that this survey contains a series of statements. You have the opportunity to express your true feelings about the statement as it applies to you."

Test Administrators: READ THESE EXAMPLES TO YOUR STUDENTS

My teachers think I am a good student.... SA A N D SD

My close friends like school............ SA A N D SD

My parents make me do work at home....... SA A N D SD

"Notice that each statement makes you think about how much you agree with the statement. If you agree a lot, darken the bubble 'SA' for 'Strongly Agree.' Darken the bubble 'Agree' if you are in agreement with the statement, but not strongly so. Darken the bubble 'Neutral' if you do not care one way or the other or if your feelings are equally positive and negative. Darken the bubble 'Disagree' if you generally do not agree with the statement and 'Strongly Disagree' if your feelings are strong that you do not agree. Do you understand how you are to respond? Now bubble your answers."

Test Administrators: Ask your students if there are any questions about how to mark the answers that best represent the students' feelings. Answer any and all questions about the process - continue with the instructions by reading the next paragraph.

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept a secret. Please be honest. As you answer these quetions, remember that you attend a school in the suburbs. Thank you."

Test Administrators: Please collect all the material at one time. Return all materials to your district test coordinator.

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
FOURTH (4TH) GRADE - CITY

Test Administrator: Before you start, make certain you have a #2 pencil for every student. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now nswer each question about your home. Darken either the yes bubble or the no bubble to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of the people with whom you are living. Next, mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:

SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree'. If you do not care whether you go to the movies you would choose 'N' for 'Neutral', or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree'. Finally, if you hate going to the movies you would choose 'Strongly Disagree', 'SD'. You will pick the alternative that is closest to the way you usually feel."

Test Administrator: Ask your students to look at the practice survey. Tell them it looks like the real survey and explain to them that it is to be used as a practice survey.

"You can see from the first example I just read that this survey contains a series of statements. You have the opportunity to express your true feelings about the statement as it applies to you."

Test Administrators: READ THESE EXAMPLES TO YOUR STUDENTS

My teachers think I am a good student.... SA A N D SD

My close friends like school............. SA A N D SD

My parents make me do work at home....... SA A N D SD

"Notice that each statement makes you think about how much you agree with the statement. If you agree a lot, darken the bubble 'SA' for 'Strongly Agree'. Darken the bubble 'Agree' if you are in agreement with the statement, but not strongly so. Darken the bubble 'Neutral' if you do not care one way or the other or if your feelings are equally positive and negative. Darken the bubble 'Disagree' if you generally do not agree with the statement and 'Strongly Disagree' if your feelings are strong that you do not agree. Do you understand how you are to respond? Now bubble your answers."

Test Administrators: Ask your students if there are any questions about how to mark the answers that best represent the students' feelings. Answer any and all questions about the process - continue with the instructions by reading the next paragraph.

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept confidential. Please be honest. As you answer these questions, remember that you attend a school in the city. Thank you."

Test Administrators: Please collect all the material at one time. Return all materials to your district test coordinator.

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4002A - PFI - 54321

Ⓐ Your Name:

Ⓑ Your Birth Date:

Ⓒ Do you get a free or reduced price lunch?
○ YES ○ NO

Ⓓ MARK ONLY ONE RESPONSE

Do you live with . . .

- ○ Both parents
- ○ Father or stepfather
- ○ Mother or stepmother
- ○ Grandparents
- ○ With other relatives
- ○ Other

Ⓔ MARK ONLY ONE RESPONSE

Your Mother or Stepmother . . .

- ○ Had less than high school
- ○ Had some high school
- ○ Is a high school graduate
- ○ Had some college
- ○ Is a college graduate
- ○ Don't know

Ⓕ MARK ONLY ONE RESPONSE

Your Father or Stepfather . . .

- ○ Had less than high school
- ○ Had some high school
- ○ Is a high school graduate
- ○ Had some college
- ○ Is a college graduate
- ○ Don't know

Ⓖ MARK ONLY ONE RESPONSE

Do you live in a . . .

- ○ House
- ○ Apartment building or flat
- ○ Project
- ○ Other

Ⓗ ID NUMBER

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

Ⓘ SCHOOL

⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

Ⓙ DISTRICT

⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

Ⓚ GRADE

④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Ⓛ SEX

○ MALE

○ FEMALE

Ⓜ SPECIAL CODES

A	B	C	D	E	F
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

St. Louis Metropolitan School Survey

MARKING DIRECTIONS

- **Use ONLY a #2 pencil.**
- **Do NOT fold this sheet.**
- **Make dark marks that fill circle completely.**
- **Erase cleanly any answer you wish to change.**
- **Make no stray marks.**

EXAMPLES: Proper ○ ● ○ ○ Improper ✗ ✓ ○ ⊙

DIRECTIONS:

Read each of the following statements carefully. Then show how you feel about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble.

SA - STRONGLY AGREE
A - AGREE
N - NEUTRAL
D - DISAGREE
SD - STRONGLY DISAGREE

			STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	Our principal wants all the students to do well.	1	SA	A	N	D	SD
2.	All students are treated the same in this school.	2.	SA	A	N	D	SD
3.	Many students at my school get good grades even though they do poor work.	3.	SA	A	N	D	SD
4.	Most of my classes make me work hard.	4.	SA	A	N	D	SD
5.	I get along with most of the students in my school.	5.	SA	A	N	D	SD
6.	I like my teachers.	6.	SA	A	N	D	SD
7.	The students want each other to succeed in their classes.	7	SA	A	N	D	SD
8.	If I appear to be smart, other students will dislike me.	8.	SA	A	N	D	SD
9.	I don't always get my school work done.	9.	SA	A	N	D	SD
10.	I really try to do my best in school.	10.	SA	A	N	D	SD
11.	It is more important to keep the friends I have than to make new ones.	11	SA	A	N	D	SD
12.	I like going to new places.	12.	SA	A	N	D	SD
13.	Blacks who talk like whites are just showing off.	13	SA	A	N	D	SD
14.	I think a white student could someday be a good friend of mine.	14.	SA	A	N	D	SD
15.	I like telling people about the things I do in school.	15.	SA	A	N	D	SD
16.	I am well liked in school.	16.	SA	A	N	D	SD
17.	If a student studies hard, he or she will usually do well.	17.	SA	A	N	D	SD
18.	Getting good grades is a matter of luck, not hard work.	18.	SA	A	N	D	SD

PLEASE CONTINUE ON THE OTHER SIDE →

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
19. I have a certain time to be home on school nights.	19.	SA	A	N	D	SD
20. I can almost always get help with homework at home, if I need help.	20.	SA	A	N	D	SD
21. If someone says something bad to a friend of mine, I should help get back at them.	21.	SA	A	N	D	SD
22. I care more about what my teachers think of me than what the other students think of me.	22.	SA	A	N	D	SD
23. My family wants me in a school in the suburbs.	23.	SA	A	N	D	SD
24. I want to be in a school in the suburbs.	24.	SA	A	N	D	SD
25. I want to be in a school in the city.	25.	SA	A	N	D	SD
26. I like to read books that are not a part of my school work.	26.	SA	A	N	D	SD
27. I would rather spend my time watching TV than reading something.	27.	SA	A	N	D	SD
28. My teachers expect me to do good work.	28.	SA	A	N	D	SD
29. There is a lot of anger and bad feelings among students in my school.	29.	SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD

42.6

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Ⓐ Your Name:

Ⓑ Your Birth Date:

Ⓒ Do you get a free or reduced price lunch?
○ YES ○ NO

Ⓓ MARK ONLY ONE RESPONSE

Do you live with . . .

- ○ Both parents
- ○ Father or stepfather
- ○ Mother or stepmother
- ○ Grandparents
- ○ With other relatives
- ○ Other

Ⓔ MARK ONLY ONE RESPONSE

Your Mother or Stepmother . . .

- ○ Had less than high school
- ○ Had some high school
- ○ Is a high school graduate
- ○ Had some college
- ○ Is a college graduate
- ○ Don't know

Ⓕ MARK ONLY ONE RESPONSE

Your Father or Stepfather . . .

- ○ Had less than high school
- ○ Had some high school
- ○ Is a high school graduate
- ○ Had some college
- ○ Is a college graduate
- ○ Don't know

Ⓖ MARK ONLY ONE RESPONSE

Do you live in a . . .

- ○ House
- ○ Apartment building or flat
- ○ Project
- ○ Other

Ⓗ ID NUMBER

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

Ⓘ SCHOOL

⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

Ⓙ DISTRICT

⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

Ⓚ GRADE

④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Ⓛ SEX

○ MALE
○ FEMALE

Ⓜ SPECIAL CODES

A	B	C	D	E	F
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

St. Louis Metropolitan School Survey

MARKING DIRECTIONS

- Use ONLY a #2 pencil.
- Do NOT fold this sheet.
- Make dark marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks.

EXAMPLES: Proper ○●○○ Improper ⊗ ✓ o ⊙

DIRECTIONS: Read each of the following statements carefully. Then show how you feel about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble.

SA - STRONGLY AGREE
A - AGREE
N - NEUTRAL
D - DISAGREE
SD - STRONGLY DISAGREE

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. Our principal wants all the students to do well.	1.	SA	A	N	D	SD
2. Students caught breaking the rules get the punishment they deserve.	2.	SA	A	N	D	SD
3. All students are treated the same in this school.	3.	SA	A	N	D	SD
4. Many students at my school get good grades even though they do poor work.	4.	SA	A	N	D	SD
5. The teachers will like you if you do your best work.	5.	SA	A	N	D	SD
6. Most of my classes make me work hard.	6.	SA	A	N	D	SD
7. My teachers expect me to do good work.	7	SA	A	N	D	SD
8. I like my teachers.	8.	SA	A	N	D	SD
9. I get along with most of the students in my school.	9.	SA	A	N	D	SD
10. My teachers like me.	10.	SA	A	N	D	SD
11. There is a lot of anger and bad feelings among students in my school.	11.	SA	A	N	D	SD
12. The students want each other to do well in their classes.	12.	SA	A	N	D	SD
13. Sometimes I don't answer questions in class because of what other students will think of me	13.	SA	A	N	D	SD
14. If your homework is too good, the other students will dislike you.	14.	SA	A	N	D	SD
15. If I appear to be smart, other students will dislike me.	15	SA	A	N	D	SD
16. I see nothing wrong with cutting classes.	16.	SA	A	N	D	SD
17. I don't always get my school work done.	17	SA	A	N	D	SD
18. I really try to do my best in school.	18	SA	A	N	D	SD

PLEASE CONTINUE ON THE OTHER SIDE →

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
19. It is important to learn to use your time well.	19.	SA	A	N	D	SD
20. I like to try things that I have never tried before.	20.	SA	A	N	D	SD
21. It is more important to keep the friends I have than to make new ones.	21.	SA	A	N	D	SD
22. I like going to new places.	22.	SA	A	N	D	SD
23. Blacks who talk like whites are just showing off.	23.	SA	A	N	D	SD
24. All groups (Black, White, etc.) are equally worthwhile.	24.	SA	A	N	D	SD
25. Going to school with students of other races helps me get ready for the real world.	25.	SA	A	N	D	SD
26. I think a white student could someday be a good friend of mine.	26.	SA	A	N	D	SD
27. I only like people who are similar to me.	27.	SA	A	N	D	SD
28. I like telling people what I do in my school.	28.	SA	A	N	D	SD
29. I am well liked in school.	29.	SA	A	N	D	SD
30. I will be able to get a good job when I finish school.	30.	SA	A	N	D	SD
31. I think I am a very good person.	31.	SA	A	N	D	SD
32. If a student studies hard, he or she will usually do well.	32.	SA	A	N	D	SD
33. If students get a bad education, it's probably their own fault.	33.	SA	A	N	D	SD
34. Getting good grades is a matter of luck, not hard work.	34.	SA	A	N	D	SD
35. My family wants me to be a good student.	35.	SA	A	N	D	SD
36. My family often asks about what happens at school.	36.	SA	A	N	D	SD
37. I can almost always get help with homework at home, if I need help	37.	SA	A	N	D	SD
38. I have a certain time to be home on school nights.	38.	SA	A	N	D	SD
39. If someone says something bad to a friend of mine, I should help get back at them.	39.	SA	A	N	D	SD
40. It is all right for students to settle personal disputes by fighting.	40.	SA	A	N	D	SD
41. I care more about what my teachers think of me than what the other students think of me.	41.	SA	A	N	D	SD
42. I would be very upset if I got suspended for a few days.	42.	SA	A	N	D	SD
43. My family wants me in a school in the suburbs.	43.	SA	A	N	D	SD
44. I want to be in a school in the suburbs.	44.	SA	A	N	D	SD
45. I want to be in a school in the city.	45.	SA	A	N	D	SD
46. My family thinks that black students do better in the suburbs.	46.	SA	A	N	D	SD
47. I like to read a newspaper or magazines when I get a chance.	47.	SA	A	N	D	SD
48. I like to read books that are not part of my school work.	48.	SA	A	N	D	SD
49. I would rather spend my time watching television than reading something.	49.	SA	A	N	D	SD
50. I have set some very high goals for myself.	50.	SA	A	N	D	SD
51. I am only happy when I am successful.	51.	SA	A	N	D	SD
52. I want to be more successful than my friends.	52.	SA	A	N	D	SD
53. I will need to work very hard to achieve the goals I have.	53.	SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD
		SA	A	N	D	SD

42.7

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
SIXTH, EIGHTH AND TENTH GRADES - SUBURBS

Test Administrator: Before you start, make certain you have a #2 pencil for every student. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you as an individual answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now answer each question about your home. Darken either the yes bubble or the no bubble to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of your mother or stepmother, father or stepfather, if you know. Next, mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:
SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree'. If you do not care whether you go to the movies you would choose 'N' for 'Neutral', or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree'. Finally, if you hate going to the movies you would choose 'Strongly Disagree' 'SD'. You will pick the alternative that is closest to the way you usually feel. If you have any questions, please raise your hand."

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept confidential. Please be honest. As you answer these questions, remember that you attend a school in the suburbs. Thank you."

Test Administrator: Please collect the survey and return it to your district coordinator.

February 14, 1991

ST. LOUIS METROPOLITAN SURVEY
INSTRUCTIONS FOR COMPLETING SURVEY
SIXTH, EIGHTH AND TENTH GRADES - CITY

Test Administrator: Before you start, make certain you have a #2 pencil for every student. Have you checked to see that students with the same name got the right form? Please read the following instructions to the class at the time you administer the survey.

"We are doing a study of students' opinions and we need your help. We are interested in your attitudes about your experience in the desegregation program. Your teachers and other adults in the school will not know how you answered the questions on this form. No decisions about you will be made from this information. These questions come from interviews with students and discussions with many representatives from schools and with parents."

"First check to see that your name is on the top of the form. Now answer each question about your home. Darken either the yes bubble or the no bubble to indicate if you get a free or reduced lunch. Next, indicate with whom you live. Also indicate the highest education level of your mother or stepmother, father or stepfather, if you know. Next mark the correct response to the question 'Do you live in a ...' Skip the special code section."

"We want you to read each of the statements carefully. Then show HOW YOU FEEL about the statement as it applies to you and your school by choosing one of the responses and filling in the corresponding bubble with your #2 pencil."

Notice that:
SA means strongly agree,
A means agree,
N means neutral,
D means disagree, and
SD means strongly disagree.

"Suppose you were asked to indicate your feelings about the statement: I like to go to the movies. Remember that you have to use one of the five responses above."

"If you like very much to go to the movies you would darken the bubble marked 'SA' since you 'Strongly Agree' with this statement. If you like to go to the movies you would darken the bubble marked 'A' for 'Agree.' If you do not care whether you go to the movies you would choose 'N' for 'Neutral' or as another example, if you do not like going to the movies, but do not feel strongly about this, you would choose 'D' for 'Disagree.' Finally, if you hate going to the movies you would choose 'Strongly Disagree,' 'SD.' You will pick the alternative that is closest to the way you usually feel. If you have any questions, please raise your hand."

"Now please try to answer all of the questions in a way that shows how YOU feel. This is not a test. There is no right or wrong answer. The information is to help the program and your responses will be kept confidential. Please be honest. As you answer these questions, remember that you attend a school in the city. Thank you."

Test Administrator: Please collect the survey and return it to your district coordinator.

APPENDIX TWO

WRITING ASSESSMENT

INSTRUCTIONS AND PROMPT

1991

43.1

FEBRUARY 14, 1991

INSTRUCTIONS FOR ADMINISTERING THE WRITING PERFORMANCE ASSESSMENT
VICC study, 1991

Hand out the pencils, answer sheets and the colored sheets with the topic printed on them. Do not answer questions once the students have begun to write. It is important to the assessment process that all the students have the same opportunity. No students should have dictionaries or reference materials! Say to the students:

"First look at the front of the answer sheet and be sure it is yours. If the information is not correct, tell me now."

Make a note about any answer sheets that students report having mistakes.

"You will have 40 minutes to write a brief narrative-descriptive composition. Be sure that you first plan your composition and that it is about the topic that is assigned. Try to write as neatly as you can. You may print if you prefer. Be sure that your composition says what you want it to say. Leave enough time at the end so that you will be able to revise and make additions or deletions that you think will improve your composition. Just be sure that the corrections are clear and neat. I will tell you when there are 15 minutes remaining and when there are five minutes left."

"You should start your essay on the page that has a number 1 at the bottom."

Point to the page number.

"If you need more space to finish, you may continue on page 2. Do not write anywhere else on the answer sheet. Read the topic on the colored paper to yourself as I read it aloud."

Read the topic and any other comments on the colored paper. Pause and answer questions. Look at the back of this sheet for the correct answers to the most common questions. Since part of the assessment involves how well students are able to organize and develop their ideas, do not give them help in this regard.

"Remember to plan your composition. When you are finished planning, write as neatly as possible in the space provided. You may use the colored paper as a scratch sheet for any planning that you want to do, but be sure that at the end of the 40 minutes the official answer sheet contains the essay that you want to have scored. Good luck. Begin now."

Record the starting time:____________

After 25 minutes, say:

"You have 15 more minutes to complete your work. If you are still working on the scratch paper, be sure to begin working on the answer sheet. The assessment will finish in 15 more minutes."

After 35 minutes, say:

"You have 5 more minutes to finish your work. Read it over carefully and make any changes that you think are necessary. Be sure you will be finished in 5 minutes."

After 40 minutes, say:

"I will now collect your answer sheet and the topic sheets."

Collect the material now and return the answer sheet to the official at your school who is in charge of returning them to VICC. Do not make any changes to the essays and do not discuss specific writing with the students.

CORRECT ANSWERS TO COMMON QUESTIONS

The following are examples of student's questions followed by the correct answer. Remember that this is an assessment and you should not be assisting students in any way.

1. Will you help us with grammar and punctuation?

   "I am sorry, but I can't help you with this task."

2. What should I write about?

   "Just respond to the writing topic described on the colored sheet."

3. What if I make a mistake?

   "You may cross out mistakes or erase them. Just try to keep your writing neat so that your composition can be read easily."

4. Can I use a correcting fluid to white-out my mistakes?

   "No, this form is designed to be read by a computer and you cannot use correcting fluid on it."

5. What happens if I run out of time?

   "You will have 40 minutes to write and you should plan your time accordingly."

6. Can I use my dictionary or thesaurus?

   "No, we are interested in what you will write without using outside sources."

7. Will I be graded on neatness?

   "No, but the reader must be able to read and understand your answers."

8. What is a descriptive-narrative?

   "It is an essay that tells a story or describes something like an event, person or an object."

43.3

March, 1991

WRITING TOPIC

Write about a time you helped someone or someone helped you. Tell the reader about the experience including who it was that you helped or who helped you and what help was given. Tell how you felt about the experience.

1. Plan your composition.

--- Write only about this topic.

--- Tell who the person was that helped you or whom you helped.

--- Tell how you felt about the experience.

--- Use details to tell about a time you helped someone or someone helped you.

2. Write neatly.

APPENDIX THREE

WRITING ASSESSMENT

RUBRIC AND TEACHER'S MANUAL

1991

WRITING TOPIC

Write about a time you helped someone or someone helped you. Tell the reader about the experience including who it was that you helped or who helped you and what help was given. Tell how you felt about the experience.

1. Plan your composition.

--- Write only about this topic.

--- Tell who the person was that helped you or whom you helped.

--- Tell how you felt about the experience.

--- Use details to tell about a time you helped someone or someone helped you.

2. Write neatly.

WRITING ASSESSMENT SCORING RUBRIC 1991

OVERVIEW: The holistic method of assessing writing samples gives a numerical score to papers based on an overall single impression of each paper. How well a student can communicate and elaborate ideas as well as his/her general command of mechanical conventions are considered in this assessment.

This rubric is designed to be used only in conjunction with sample training papers which illustrate each score point.

6	Consistent central focus on the topic Fully elaborated, clear sense of order, fluency, closure; vivid language Varied and complex sentence structure Few or no mechanical errors
5	Central focus on the topic Elaborated, well-organized, sense of closure; may have minor flaws in fluency Varied sentence structure Few mechanical errors
4	Central focus on the topic Some elaboration, logical flow of ideas, sense of closure Generally good sense of sentence structure with some variety Mechanical errors are present but do not affect readability
3	Central focus is apparent Limited support; may have flaws in organization, may lack closure Little sentence variety; may have short, choppy sentences Mechanical errors are present and may detract from readability
2	Central focus is apparent Minimal support; may have flaws in organization, may ramble or include irrelevancies, may lack closure Numerous errors in sentence structure Mechanical errors are varied, numerous, and usually interfere with readability
1	Central focus is not clear or topic is barely addressed Little or no support or organization; usually lacks closure Few or no complete sentences Mechanical errors are so frequent that the intended meaning is unclear

1 Central focus is not clear or topic is barely addressed
Little or no support or organization; usually lacks closure
Few or no complete sentences
Mechanical errors are so frequent that the intended meaning is unclear

44.4

One time I help a old lady
get on the bus whom she was a
lot of food like about 4 bags.

And my mom Help me change my
dipper. And gave milk and juice
to me.

And my uncle Help out by takeing
me plakes.

And some time I don't Have
a lot of moneys And some
people give you som.

Score Point: 1

This response has multiple times when the writer was helped. The writer has made no attempt to unify the times. The most detailed is the time the writer helped an old lady. There is little support and because of the brevity of the response, little evidence of an organizational strategy. In addition, the response is one sentence with frequent mechanical errors.

I helped my brother when he broken his arm that WAS About five mouths ago he was kept in the hospistal for 1 day and A Night.

I helped my Great Grandmother move!

Score Point: 1

This response is about a time when the writer helped his/her brother. Although the topic is clear, it is barely addressed. There is no attempt to support the central focus and because of the brevity of the response, little evidence of an organizational strategy. In addition to run-on sentences, there are also some spelling errors.

One day when I woke up from my bed. I put on my colthes and went outside. Then I saw this old lady across the streets and she gave me a daloor and I helped then on.

Score Point: 1

This response appears to be about helping an old lady cross the street. However, the mechanical errors cause the intended meaning to be unclear. There is some sense of an organizational strategy but no evidence the organization can be sustained.

2 Central focus is apparent
Minimal support; may have flaws in organization, may ramble or include irrelevancies, may lack closure
Numerous errors in sentence structure
Mechanical errors are varied, numerous, and usually interfere with readability

44.8

One day I was walking down the street when
I seen boy. He's leg was caught in his fence
I didn't know him but I helped him I ran
home and got a wire cutter, and cut the fence
so he could get his leg out. He thanked me, I
never seen him again.

Score Point: 2

The central focus of this response is apparent, helping the boy get free from the fence. Support is minimal but is sufficient to recognize at least the highlights of the entire event. For such a brief response, there are numerous mechanical errors.

44.9

a long time ago when I was about seven or eight the only thing wanted to do was play football. And in about a month or so the Royal knights football team was gonna start practice and all during the extra month we had everyday me and my uncle Rodney would practicing throw cathing and running plays. He had already knew this stuff because he was on a team hisself. He could have been out in the streets roaming but instead he was helping me well he reffered to it as we helping eachother. Then when the season started he took me to the tryouts and I made the team from then on he rode me to practice everyday

Score Point: 2

The central focus of this response is apparent, Uncle Rodney's help. There is support and evidence of an organizational strategy. However, the numerous sentence level problems and mechanical errors interfere with the clarity of the response.

44.10

One day my frends helped me get a job.

One day my frends and I were out looking for some work. And we stopped at a store and we asked the lady if we coul'd we work. And she said go next door and ask her husband. And he said come at twelve o'clock. And I came back, and my frends didn't show up. So I got to work. And about a half hour later my frends showed up. But They didn't get to work. So they left and went home. And I passed out flyer's all day and I got money, and T-shirt.

And now I felt very, very happy. Because if my frends would have come I woul'd of had job that day. And when I got. The owner's called. And said they like the way I work. And They whanted me to work every day.

Score Point: 2

Although the central focus is not clearly stated, it can be inferred--my friends helped me by not showing up so I got the job. There is support, but it basically covers only the highlights of the event and its aftermath. There are numerous errors in sentence structure and a variety of mechanical errors.

44.11

One time when someone helped me is when I was outside playing baseball. My brother hit the ball I went back for the ball and I hit my head on the tractor part of an truck. My Brother fred he helped me up and took me into the house. I felt not mad because he hit it I felt calm but sore.

Score Point: 2

The central focus of this response is apparent, brother Fred's help. The support is minimal but is sufficient to recognize at least the highlights of the event. For such a brief response, the errors are numerous.

3 Central focus is apparent
Limited support; may have flaws in organization, may lack closure
Little sentence variety; may have short, choppy sentences
Mechanical errors are present and may detract from readability

02823 098 66595081

One time I was at the galleria, and I had lost all of my money including my bus fair. I was very afraid. I was walking around looking for my money. Then the galleria was going to close. I needed money to catch the bus. So; one manager came by and said is something wrong. I said yes I lost my money and I don't have a way to get home. So he gave me $5.00 dollar and I went home.

Score Point: 3

The central focus of this response is apparent, needing money to get home. Although brief, this response is a complete story with limited support that moves the story beyond a simple highlighting of the events. There are few mechanical errors, none of which detract from the clarity; however, the sentences are short and choppy.

44.14

The Time When Someone Helped Me

The Time My mother helped me get over the death of my uncle. This to me was very helpful to me. I was at the age of nine; and my uncle killed his self. My uncle was like a second father to me. We had a very special nephew-to-uncle relationship. My mother help me cope with the reality of death. She helped me understand the reality of death. She told me life is too short and live each day for what it's worth, and don't take it for granted. She also helped me understand that do as much as I can and acheive for the highest goals in life. My mom is the driving force in my life, and helped me mature at a early age.

Score Point: 3

The central focus of this response is apparent, helping to recover from a death; however, there is a slight focus drift near the end. Support is present but is limited. In addition, there is little sentence variety, and mechanical errors are present.

44.15

The older lady I helped...

On a cold day there was an
older lady in our church who was
sick. I was ask to help her for
the day. I helped her by cleaning
up her house, makeing her
lunch, and the I made her a
nice cup of Hotcoca so she could
relax for the rest of the day.
I felt good about helping her,
because if I was sick I would
want someone to help me.
Besides it was jist a nice
thing to do. If I would not of
helped her and something
had happened. I would have felt
like it was all my fault.

Score Point: 3

The central focus of this response is apparent, helping a sick, older lady. This response is a complete story with limited support. Although there are errors, they do not interfere with clarity. Additional support through specific elaboration is needed for a higher score.

44.16

I had a friend back in Jr. High. And she had a problem with opening up to people. And I could see the anger and hate she had inside of her. I had only know her for just one year. But I could see the wall that she was lock inside of. Because in my years of growing up I remember going threw some bad times in my family and had to turn to my mother. And my friend ask me would I go with her to her parents and help her example to them what was going on; It was pretty hard for the both of us. But her parents understood the problem that she was going threw. And they got her help. But the only thing about the problem her parents didn't understand was why she would not come to them and tell them about the problem. She just didn't know how to talk with her parents. She had needed a friend to go with her to help her out. But she's find now. But she still has trouble with going to her parents and telling them how she feel about things.

Score Point: 3

The central focus of this response is apparent, helping the friend talk to the parents. There is support, but it is limited because of the lack of specificity--the reader knows generally what is happening. Although an organizational strategy is apparent, it is flawed when the writer starts repeating ideas near the end. In addition, there is little sentence variety and mechanical errors, particularly word choice, detract from the clarity of the response.

4 Central focus on the topic
Some elaboration, logical flow of ideas, sense of closure
Generally good sense of sentence structure with some variety
Mechanical errors are present but do not affect readability

44.18

I have a friend by the name of Jennifer. She is fourteen years old. She has a lot of problems at home and in her life. The ways I have help Jennifer are, I would be there when she needed a friend to talk to and I would be her shoulder to cry on.

Jennifer and her mother are constantly arguing because her step-father tells her mother that she has done something she has not done. Jennifer's boyfriend also broke up with her not too long ago. She went out with him for one year and she really loved him. Jennifer was really having a hard time and needed a friend who could comfort her and be there for her.

When I see that she is upset, I just want to make everything better. Sometimes I even cry with her so that she knows I care. Jennifer is like my sister, if she ever has anything wrong I help her if I can. The point is, I am Jennifer's shoulder to cry on, and I am Jennifer's confidant.

Score Point: 4

The central focus of this response is helping Jennifer. There is some specific elaboration, particularly in the paragraph explaining the hard time Jennifer was having; however, the elaboration is sparse. The sentence structure is generally good, and there are few mechanical errors.

4419-

Helping out your nieghbors can help you get along better with each other. Last year Robert and Donna's dogs had six Siberian Huskey puppies. One day while they were at work the puppies crawled out under a loose board on the back fence. It just so happens my friend Aimee and I were walking down the alley in time to catch the furry little mischief makers. We knew who the puppies belonged to but they wouldn't be home for a couple hours. We took the puppies home with us and even though we had plans we stayed with them. When we returned them to Donna's she was glad we'd kept them safe. They were expensive dogs, costing over 300 dollars apiece, and they were very dear to her. I felt good to know that we may have saved there lives since we live on a very busy street and large unfriendly dogs often roam the neighborhood. Every since then we have been friends, we often watch the remaining puppy Julio and the older dogs Jessica, Jason and Jake. I would of done the same thing again if I had to.

Score Point: 4

The central focus of this response is saving the puppies. There is some elaboration and the ideas flow logically until the end where there is an unexplained gap in time from saving the puppies to watching the remaining puppy. The sentence structure is generally good and the mechanical errors do not affect clarity.

44.20

My purpose is to tell about the time I helped my mother pay the rent.

It was an early Saturday morning in October of last year. I had gotten paid on the preceeding Friday. My mother's apartment was across the hall from my sister andme. She asked me to lend her $150.00 so that she could pay the rest of her rent. The reason she wanted me to lend her this money was because she didn't get paid until the next week. So, me trying to be a helpful person, I agreed to do so.

I then went down the street to our landlord's house I took the rest of the rent money to him and brought back her receipt.

My mother was very proud of me for not being selfish. She then called my Aunt Felicia in Atlanta and told her what I did. She told her that I had helped her pay the rent, and she though it was very unselfish of me and very kind I knew that I really didn't have to; but I knew this would make her proud of me. I was proud of myself, too, for helping out when needed. She hugged me and told me that she loved me. She also said she didn't know what she would do without me.

This made me feel very proud of myself and made me realize that I could help too.

Score Point: 4

The central focus of this response is the time the writer helped pay the rent. The beginning of the response is elaborated through the use of additional specific details to explain the situation. However, the second half of the response, although specific, moves quickly to closure and is somewhat repetitive. The sentence structure is varied.

44.21

Herby's Dog

Once upon a time in a land, far, faraway. There was this troll that lived under the bridge. this troll's name was Herby. Herby had a reputation for scaring all the little kids that walked over his bridge. One day I was walking over the bridge and knowing all about what Herby was known to do, I was very scared. But just as I was about to cross over, I heard weeping, someone was crying and it was coming from under the bridge. I was so scared that it might be Herby trying to lure me under his bridge and I felt sorry for the person crying. I then decided to go down and help the person.

It was Herby and he wasn't trying to scare me, he was just sad because he lost his dog. I told Herby that I would help him find his dog. So we set out over the bridge and there we saw Herby's dog chasing bees in the field. Herby was so gratiful to me for helping him find his dog, that he promised to never scare little kids again.

Score Point: 4

The central focus of this response is helping Herby. The beginning of the response is elaborated through the use of additional specific detail that makes it clear helping Herby is not something one automatically wants to do. However, the actual act of helping, although specific, lacks development. The sentence structure is generally good, and there are few mechanical errors.

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5 Central focus on the topic
Elaborated, well-organized, sense of closure; may have minor flaws in fluency
Varied sentence structure
Few mechanical errors

THE KIND STRANGER

44.23

Sometimes, a complete stranger can show more caring and sympathy for you than someome you know and love. Once, when I was approximately nine years old, I went rollerskating at SKATE KING. I could not skate very well, and once I hobbled onto the rink, I fell backwards and hit my head. From this fall, I suffered a concussion and was temporarily knocked unconscious. When I awoke, I was on a bench in the company of a strange man holding a hot dog and soda. After coming to, I asked the rather large man what had happened. He said I had fallen and knocked myself out, and he had carried me away from the skaters. The kind man gave me the hot dog and soda. After eating, we talked awhile. When we finished talking, the man took me onto the rink and taught me to skate.

This experience made me feel really good inside. From that time on, I trusted people a little more. I never knew the man's name and I cannot remember how he looked and I never saw him again. But, each time I think about how I hurt myself and how he helped me, I thank him.

Score Point: 5

The central focus of this response is the caring of a stranger. Although this response appears sparse, it is specifically and evenly elaborated. The ideas flow logically and smoothly from beginning to end. The sentence structure is varied, and there is some sophisticated use of punctuation.

44.24

WHAT IT TAKES

MY FATHER'S PROFESSION REQUIRES MANY HOURS OF STRENUOUS LABOR, SO I OFTEN HELP. HE IS AN ACTOR FOR THE ____ __ ____ CIRCUS CO., A LOCAL COMPANY THAT PERFORMS AROUND THE WORLD. MY FATHER, ____ ____ HAS BEEN WITH THE CIRCUS FOR FOURTEEN YEARS. NOT ONLY IS HE AN ACTOR FOR THE CIRCUS, BUT E ALSO DESIGNS AND BUILDS THE SETS. BEING WITH THE COMPANY FOR SO LONG HE'S A VETERAN AT HIS WORK. HIS SCHEDULE IS A VERY HECTIC ONE; DESIGNING AND BUILDING THE SETS OVER THE SUMMER, PERFORMING THE PLAYES AT MANY PLACES IN THE SUMMER. ALL IN ALL ITS A VERY REWARDING OCCUPATION, SO MY FATHER SAYS.

WITH THE ACTING I DON'T THINK I COULD CUT IT, BUT WHEN IT COMES TO THE SET I CAN USUALLY LEND A HAND. MY FATHER, BEING AWAY ABOUT HALF OF THE YEAR AND HIS NOT LIVING WITH US, MAKES THIS GET TOGETHER VERY WELCOME TO BOTH OF US. WELL WE USUALLY GET TOGETHER FIRST AND DISCUSS THE PLANS FOR THE SET. THEN WE SET A DATE FOR BUILDING THATS THE EASY PART. NEXT WE BUY THE MATERIALS AND SET UP A WORK AREA. THEN THE WORK BEGINS CUTTING, SAWING, NAILING, PAINTING, YOU NAME IT WE DO IT. BUT THE BEST PART OF ALL THIS SLAVING IS BEING WITH MY FATHER.

WHETHER WE'RE DISCUSSING THE SET OR POLITICS, IT'S A CLOSENESS BETWEEN US. A TIME TO SHARE IDEALS AND OPIONS. I SEE A LOT OF MY DAD REFLECTED

(OVER)

44.25

IN ME AND I DON'T REGRET IT ONE BIT. TO BE WITH MY FATHER IS NOT ONLY TO BE WITH MY OWN FLESH AND BLOOD BUT WITH MY FRIEND. WE JUST GOOF OFF TOGETHER. A RELATION SHIP BETWEEN FATHER AND SON THAT IS REALLY A RELATION SHIP(ALTHOUGH I WISH WE WERE TOGETHER MORE, BUT.). MY POINT IS, MY DAD IS RAD!

Score Point: 5

The central focus of this response is the relationship between father and son. The response is sustained and evenly elaborated. The sentence structure is varied and sophisticated. However, the lengthy discussion of the father's career, although tangentially relevant, disrupts the logical progression of the response.

74.20

As soon as I read the topic, I knew exactly who to write about; my sister Chandra. I've been through a great deal of hard times in my life but when I look back I see that I got through them all with the help of my sister. One of the hardest things I ever went through was my parents divorce. My sister was 13 and I was 12. The news shocked the two of us. It hurt me in ways I've never been hurt before. I felt like my life was being torn apart by two of the people I loved very much. My parents didn't handle it to well either. They argued over every little detail from when it would take place to who gets which child. With all the frustration going on, my mother would lose her temper and keep us from my father. So after about a month of this I began to feel like things would never be the way they were or that my life would not be together ever again and I would cry for a long time. Then one day my sister saw me crying and told me that everything would be OK and that the only reason they fought over us was because they love us so much. I stopped crying and looked at her and she then proceeded to tell me that she loved me and no matter what happens we would

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44.27

be apart from each other. This was a very difficult time for me but I made it. I don't think I would have been able to handle it as well without my sister Chandra.

Score Point: 5

The central focus of this response is the time my sister Chandra helped. The response is elaborated and well-organized. The situation is nicely set up leading logically to the point of the sister's intercession. Although the response is clear and controlled, it lacks vividness and development. The sentence structure is varied, and there are few mechanical errors.

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44.28
G

"Ramona's Friendship"

There have been a few people in the past which I have helped in some way or another. The one person I remener most distinctively are the memories of Ramona.

--- She and I became friends during our Freshman year at Metro High School. We hung out with each other all the time. Sometimes we would go out to lunch or to the movies. She was always there for me and I was always there for her.

One hot Monday during Algebra class, Ramona appeared to be having a loss of breath. I asked her if she was alright. The only response that Ramona could conceal was a shake of her head. Tears of pain were streaming from Ramona's eyes and I wasn't sure about what to do. Finally she expressed to me that she has asthma. So I got her up from the table and walked her outside the door, but Ramona collapsed. I couldnt get her up. --- The Algebra teacher called the office for medical assistance. I, on the other hand, ran to get the nurse. Within minutes, we had Ramona in the nurse's office and under control

I never understood how much a friend was worth until I helped Ramona on that hot, Summer Monday. Friendship is priceless. Helping someone like that makes me realize that life is short and that it alway pays to have a good friend.

Score Point: 5

The central focus of this response is helping Ramona. The response is fluent, well-organized, and evenly elaborated. The word choice is precise and vivid. This is a high "5". More development is needed for a higher score.

6 Consistent central focus on the topic
Fully elaborated, clear sense of order, fluency, closure; vivid language
Varied and complex sentence structure
Few or no mechanical errors

44.30-

Many people in this world are special. That is the way I feel about the people who saved my life one summer day.

When I was 8 years old, my mother enrolled me in a summer program at the local YMCA. There, they taught volleyball, dance, gymnastics, and swimming. I was learning how to swim. Since this was the first swimming lesson I had ever taken, I was put in the beginning class. We learned simple things such as holding our breath underwater, tredding water, and floating. We met 4 times a week for about an hour. After the first week of the program, most of the children were feeling pretty confident, including myself.

Finally, the end of the summer was drawing near, and it was time for our annual "Olympic Games". During these games, all the children from every level competed in various catagories to win ribbons. I was in the first one. Before the contests, my friends and I were discussing how we felt we would do. We all seemed pretty confident at the time. The beginning class got in the water at the shallow end of the pool, and awaited instructions to float across the end. To my surprise, these instructions never came. Instead, our teacher told us to go to the deep end of the pool and back stroke. Not once had

(OVER)

49.31

we practiced the back stroke or swimming in the deep end of the pool. Although I was frightened, I got in and prepared myself to give it all I had. About 12 of us got in the pool, and started to back stroke as best we knew how. All was going well until one of the girls on the end went under. She became frantic, and started grobbing other people. Soon, we, were all bobbing in and out of the water. Some of the counciler's at the "Y" jumped in, and saved all 12 of us. If they had not been quick in their thinking, I might not have lived past the age of 8.

I thank the people who saved my life and the lives of my friends. If more people were like those counciler's, the world would be a better place to live.

Score Point: 6

This response is consistently focused on the time when the writer's life was saved. Although the lead-in seems lengthy, it is clearly connected to the incident and is necessary background information. The response is thoroughly elaborated, clearly ordered, and fluent. The language is vivid and there are varied, complex sentence structures. There are few mechanical errors.

The Rescue

There have been many times in my life in which I have helped someone, or they have helped me. However, I am only to relate and instance here. The one I have chosen is the time I saved my sister from drowning.

It was seven years ago. Emily was two and I was nine. We were visiting my Aunt Bess in Illinois. Aunt Bess has a swimming pool in her back yard, and we were going to go for a swim in it. We had to get our swimsuits on first, though. The first one dressed was Emily. She was told to wait on the deck untill someone else came out. Emily doesn't mind very well, and the first thing she did was run out and jump in to the pool. I was dressed almost as soon as she was and I went straight out to make sure she was doing as she was told. I saw her splashing around in the shallow end, and I knew that even the three foot deep water was too deep for her. So I jumped in and grabbed her just as my grandmother came out with my other sister, Kate. I got Emily out and she was alright, just some water up her nose and a bad scare. She was eager to get back in the water. She was too young to realize the danger she had put herself in. The rest of us did, so she was not allowed in the water for the rest of the day as punishment for her

(OVER)

44.33

disobedience.

This was just a small incident and Emily doesn't even remember it, but it means a lot to me. It made me realize how easy it is to lose someone. Luckily, no one was lost that day, but what if I hadn't come out in time? It would have been disastrous. The experience helped me appreciate my family, especially my baby sister.

Score Point: 6

This response is consistently focused on the time when the writer saved Emily. It is fully elaborated, and there is a clear sense of order. The fluency is enhanced by the precise word choice. The sentence structures are varied and complex. There are no mechanical errors.

FOLD ALONG THIS

44.34

Thanks to A Friend

I would not survive my teenage years if it were not for Stephanie. ____ — As another teenager, she understands many of my daily battles. She helps me to understand and realize my feelings. Most of all however, she gives me hope that there is always a tomorrow.

Stephanie ____ comes from a very large family. She has eight brothers and sisters. With such a big family she knows the feelings of love and family spirit, which I do not possess. She, like myself, comes from a broken home. Her family is not that wealthy and is constantly moving from house to house to avoid eviction. Through all these problems she maintains a hope and optimism for the future. I think her only complaint is the lack of privacy.

I on the other hand am from a very small family. I live with my mother, who half the time is never home. My family is not rich, but we have enough to get along. I also have a stable home. We have lived in the same house for fourteen years. However, because of the lack of love and support I feel I do not receive at home, I have become a bitter and pessimistic person. The thing I complain most about is not having anyone around. I have too much privacy.

Stephanie hopes to become a dentist one day. I think she will make it. She spends alot of time talking to me. My feelings are so twisted and tangled up inside that I can not tell the difference between a happy or angry mood. She helps me to distinguish my...

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(OVER)

feelings and their causes She helped me most the time I was contemplating suicide. She talked with me all night and made me realize that I did matter. Maybe I did not matter to the world, but I mattered to her. She gives me a desire to see the future and what I can become. She is like my own personal cheer leader. Whenever I am down or worried about something, I know she is on the sidelines cheering me on to victory every second of the way. She is my best friend and I will cherish her always. For the hope she has inspired and the identity she helped me find.

Score Point: 6

This response is consistently focused on the time Stephanie helped the writer. It is fully elaborated, with a clear sense of order. The juxtaposing of Stephanie's life, the helper, against the writer's life, the helped, is a clever and sophisticated approach. The sentence structures are varied and complex, and there are few mechanical errors.

96047705 136 23/84

I was attending our church's annual Baptist Youth Convention last summer when I met an exceptional lady. She was teaching my bible study class, and when I first met her, I knew she was different. As we began to get acquainted I learned that she was an opera singer, which I found very admirable. She inquired as to my thoughts on singing, and I told her I loved to sing, but not usually in front of others. She replied with "Too bad." Of course, I had to ask. She told me that the music director was looking for young people to sing during the evening services, and that she was sure I would do well if I tried.

I gave the offer careful consideration, and after changing my mind several times, I decided to take her up on it.

The song I chose was "Amazing Grace", because it always gave me such a safe, peaceful feeling. For days I did nothing but practice different ways to approach the song, with music, without, fast tempo or slow. Nothing seemed to do the song's beautiful melody justice. Finally, about four hours before the service, I went to Tammy. I explained in detail every method I had tried. She agreed that none of them was quite right. We gave it a few more tries, and finally she said, "Wait, I

(OVER)

BEST COPY AVAILABLE

44 .37

know the problem. You're performing the song." With a look of puzzlement, I said, "Of course, shouldn't I be?" "No, no," she answered, "it's not a performance you'll be doing tonight, it's a praising". I didn't quite understand, so she explained that when I am singing, I am singing to God, and he alone hears the message of my song. She said he feels the beauty of my voice and that is all that matters.

Those words were exactly what I needed to hear. So when I got up on stage, I focused on the magnificent stained-glass window at the back of the church, because it had always made me feel closer to God. I began to sing and I was swept away. The words poured from my mouth without thought. I truly felt I was singing directly to the Lord himself. It was the most spiritual thing I've ever felt in my life, and the most wonderful.

I could never have had such an uplifting experience without Sammy's advice. I have always thought that God spoke to me through her, and she has always seemed somehow holy in my eyes because of it.

68123744 156 - 799

Score Point: 6

This response is consistently focused on the time the teacher helped the writer. It is thoroughly developed, clearly ordered, and fluent. The language is vivid, and the sentences are complex and varied. There are no mechanical errors and some sophisticated use of punctuation.

APPENDIX FOUR

RESPONSE RATES BY DISTRICT

1991

AFFTON

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	28	3	25	89.29%
VOCABULARY	28	3	25	89.29%
COMPREHENSION	28	3	25	89.29%
TOTAL MATH	28	3	25	89.29%
CONCEPT OF NUMBERS	28	3	25	89.29%
MATH COMPUTATION	28	3	25	89.29%
MATH APPLICATION	28	3	25	89.29%
WRITING SCORE	28	3	25	89.29%
DEMOGRAPHIC ITEMS- MEAN	28	3.20	24.80	88.57%
SURVEY ITEMS- MEAN	28	3.34	24.66	88.07%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	19	8	11	57.89%
VOCABULARY	19	8	11	57.89%
COMPREHENSION	19	8	11	57.89%
TOTAL MATH	19	3	16	84.21%
CONCEPT OF NUMBERS	19	3	16	84.21%
MATH COMPUTATION	19	3	16	84.21%
MATH APPLICATION	19	3	16	84.21%
WRITING SCORE	19	2	17	89.47%
DEMOGRAPHIC ITEMS- MEAN	19	1.60	17.40	91.58%
SURVEY ITEMS- MEAN	19	1.64	17.36	91.37%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	16	3	13	81.25%
VOCABULARY	16	3	13	81.25%
COMPREHENSION	16	3	13	81.25%
TOTAL MATH	16	3	13	81.25%
CONCEPT OF NUMBERS	16	3	13	81.25%
MATH COMPUTATION	16	3	13	81.25%
MATH APPLICATION	16	3	13	81.25%
WRITING SCORE	16	3	13	81.25%
DEMOGRAPHIC ITEMS- MEAN	16	3.60	12.40	77.50%
SURVEY ITEMS- MEAN	16	3.13	12.87	80.44%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	26	3	23	88.46%
VOCABULARY	26	3	23	88.46%
COMPREHENSION	26	2	24	92.31%
TOTAL MATH	26	2	24	92.31%
WRITING SCORE	26	1	25	96.15%
DEMOGRAPHIC ITEMS- MEAN	26	4.20	21.80	83.85%
SURVEY ITEMS- MEAN	26	0.51	25.49	98.04%

45.2

BAYLESS

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	8	0	8	100.00%
VOCABULARY	8	0	8	100.00%
COMPREHENSION	8	0	8	100.00%
TOTAL MATH	8	0	8	100.00%
CONCEPT OF NUMBERS	8	0	8	100.00%
MATH COMPUTATION	8	0	8	100.00%
MATH APPLICATION	8	0	8	100.00%
WRITING SCORE	8	0	8	100.00%
DEMOGRAPHIC ITEMS- MEAN	8	0.00	8.00	100.00%
SURVEY ITEMS- MEAN	8	0.10	7.90	98.75%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	14	1	13	92.86%
VOCABULARY	14	1	13	92.86%
COMPREHENSION	14	1	13	92.86%
TOTAL MATH	14	2	12	85.71%
CONCEPT OF NUMBERS	14	2	12	85.71%
MATH COMPUTATION	14	2	12	85.71%
MATH APPLICATION	14	2	12	85.71%
WRITING SCORE	14	0	14	100.00%
DEMOGRAPHIC ITEMS- MEAN	14	0.00	14.00	100.00%
SURVEY ITEMS- MEAN	14	0.09	13.91	99.36%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	16	2	14	87.50%
VOCABULARY	16	2	14	87.50%
COMPREHENSION	16	2	14	87.50%
TOTAL MATH	16	2	14	87.50%
CONCEPT OF NUMBERS	16	2	14	87.50%
MATH COMPUTATION	16	2	14	87.50%
MATH APPLICATION	16	2	14	87.50%
WRITING SCORE	16	2	14	87.50%
DEMOGRAPHIC ITEMS- MEAN	16	4.60	11.40	71.25%
SURVEY ITEMS- MEAN	16	2.20	13.80	86.25%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	7	5	2	28.57%
VOCABULARY	7	5	2	28.57%
COMPREHENSION	7	5	2	28.57%
TOTAL MATH	7	5	2	28.57%
WRITING SCORE	7	1	6	85.71%
DEMOGRAPHIC ITEMS- MEAN	7	1.20	5.80	82.86%
SURVEY ITEMS- MEAN	7	1.15	5.85	83.57%

BRENTWOOD

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	9	1	8	88.89%
VOCABULARY	9	1	8	88.89%
COMPREHENSION	9	1	8	88.89%
TOTAL MATH	9	2	7	77.78%
CONCEPT OF NUMBERS	9	1	8	88.89%
MATH COMPUTATION	9	2	7	77.78%
MATH APPLICATION	9	2	7	77.78%
WRITING SCORE	9	0	9	100.00%
DEMOGRAPHIC ITEMS- MEAN	9	0.00	9.00	100.00%
SURVEY ITEMS- MEAN	9	0.00	9.00	100.00%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	12	1	11	91.67%
VOCABULARY	12	1	11	91.67%
COMPREHENSION	12	1	11	91.67%
TOTAL MATH	12	2	10	83.33%
CONCEPT OF NUMBERS	12	2	10	83.33%
MATH COMPUTATION	12	1	11	91.67%
MATH APPLICATION	12	2	10	83.33%
WRITING SCORE	12	0	12	100.00%
DEMOGRAPHIC ITEMS- MEAN	12	0.20	11.80	98.33%
SURVEY ITEMS- MEAN	12	0.11	11.89	99.08%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	8	0	8	100.00%
VOCABULARY	8	0	8	100.00%
COMPREHENSION	8	0	8	100.00%
TOTAL MATH	8	1	7	87.50%
CONCEPT OF NUMBERS	8	1	7	87.50%
MATH COMPUTATION	8	1	7	87.50%
MATH APPLICATION	8	1	7	87.50%
WRITING SCORE	8	1	7	87.50%
DEMOGRAPHIC ITEMS- MEAN	8	0.20	7.80	97.50%
SURVEY ITEMS- MEAN	8	0.09	7.91	98.88%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	7	2	5	71.43%
VOCABULARY	7	2	5	71.43%
COMPREHENSION	7	2	5	71.43%
TOTAL MATH	7	2	5	71.43%
WRITING SCORE	7	1	6	85.71%
DEMOGRAPHIC ITEMS- MEAN	7	3.60	3.40	48.57%
SURVEY ITEMS- MEAN	7	1.06	5.94	84.86%

45.4

CLAYTON

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	19	9	10	52.63%
VOCABULARY	19	9	10	52.63%
COMPREHENSION	19	9	10	52.63%
TOTAL MATH	19	9	10	52.63%
CONCEPT OF NUMBERS	19	9	10	52.63%
MATH COMPUTATION	19	9	10	52.63%
MATH APPLICATION	19	9	10	52.63%
WRITING SCORE	19	10	9	47.37%
DEMOGRAPHIC ITEMS- MEAN	19	12.20	6.80	35.79%
SURVEY ITEMS- MEAN	19	12.03	6.97	36.68%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	18	13	5	27.78%
VOCABULARY	18	13	5	27.78%
COMPREHENSION	18	13	5	27.78%
TOTAL MATH	18	13	5	27.78%
CONCEPT OF NUMBERS	18	13	5	27.78%
MATH COMPUTATION	18	13	5	27.78%
MATH APPLICATION	18	13	5	27.78%
WRITING SCORE	18	12	6	33.33%
DEMOGRAPHIC ITEMS- MEAN	18	12.00	6.00	33.33%
SURVEY ITEMS- MEAN	18	12.13	5.87	32.61%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	20	12	8	40.00%
VOCABULARY	20	12	8	40.00%
COMPREHENSION	20	12	8	40.00%
TOTAL MATH	20	12	8	40.00%
CONCEPT OF NUMBERS	20	12	8	40.00%
MATH COMPUTATION	20	12	8	40.00%
MATH APPLICATION	20	12	8	40.00%
WRITING SCORE	20	11	9	45.00%
DEMOGRAPHIC ITEMS- MEAN	20	16.80	3.20	16.00%
SURVEY ITEMS- MEAN	20	12.04	7.96	39.80%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	24	9	15	62.50%
VOCABULARY	24	9	15	62.50%
COMPREHENSION	24	9	15	62.50%
TOTAL MATH	24	9	15	62.50%
WRITING SCORE	24	10	14	58.33%
DEMOGRAPHIC ITEMS- MEAN	24	9.20	14.80	61.67%
SURVEY ITEMS- MEAN	24	9.09	14.91	62.13%

45.5

HANCOCK

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	12	0	12	100.00%
VOCABULARY	12	0	12	100.00%
COMPREHENSION	12	0	12	100.00%
TOTAL MATH	12	1	11	91.67%
CONCEPT OF NUMBERS	12	1	11	91.67%
MATH COMPUTATION	12	1	11	91.67%
MATH APPLICATION	12	1	11	91.67%
WRITING SCORE	12	0	12	100.00%
DEMOGRAPHIC ITEMS- MEAN	12	0.00	12.00	100.00%
SURVEY ITEMS- MEAN	12	0.03	11.97	99.75%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	20	3	17	85.00%
VOCABULARY	20	3	17	85.00%
COMPREHENSION	20	3	17	85.00%
TOTAL MATH	20	4	16	80.00%
CONCEPT OF NUMBERS	20	4	16	80.00%
MATH COMPUTATION	20	4	16	80.00%
MATH APPLICATION	20	4	16	80.00%
WRITING SCORE	20	2	18	90.00%
DEMOGRAPHIC ITEMS- MEAN	20	3.60	16.40	82.00%
SURVEY ITEMS- MEAN	20	3.11	16.89	84.45%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	21	3	18	85.71%
VOCABULARY	21	3	18	85.71%
COMPREHENSION	21	3	18	85.71%
TOTAL MATH	21	5	16	76.19%
CONCEPT OF NUMBERS	21	3	18	85.71%
MATH COMPUTATION	21	4	17	80.95%
MATH APPLICATION	21	4	17	80.95%
WRITING SCORE	21	0	21	100.00%
DEMOGRAPHIC ITEMS- MEAN	21	1.40	19.60	93.33%
SURVEY ITEMS- MEAN	21	1.49	19.51	92.90%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	13	2	11	84.62%
VOCABULARY	13	2	11	84.62%
COMPREHENSION	13	2	11	84.62%
TOTAL MATH	13	2	11	84.62%
WRITING SCORE	13	2	11	84.62%
DEMOGRAPHIC ITEMS- MEAN	13	2.00	11.00	84.62%
SURVEY ITEMS- MEAN	13	2.04	10.96	84.31%

HAZELWOOD

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	6	1	5	83.33%
VOCABULARY	6	1	5	83.33%
COMPREHENSION	6	1	5	83.33%
TOTAL MATH	6	1	5	83.33%
CONCEPT OF NUMBERS	6	1	5	83.33%
MATH COMPUTATION	6	1	5	83.33%
MATH APPLICATION	6	1	5	83.33%
WRITING SCORE	6	1	5	83.33%
DEMOGRAPHIC ITEMS- MEAN	6	1.00	5.00	83.33%
SURVEY ITEMS- MEAN	6	1.03	4.97	82.83%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	7	0	7	100.00%
VOCABULARY	7	0	7	100.00%
COMPREHENSION	7	0	7	100.00%
TOTAL MATH	7	0	7	100.00%
CONCEPT OF NUMBERS	7	0	7	100.00%
MATH COMPUTATION	7	0	7	100.00%
MATH APPLICATION	7	0	7	100.00%
WRITING SCORE	7	0	7	100.00%
DEMOGRAPHIC ITEMS- MEAN	7	0.20	6.80	97.14%
SURVEY ITEMS- MEAN	7	0.15	6.85	97.86%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	14	3	11	78.57%
VOCABULARY	14	3	11	78.57%
COMPREHENSION	14	3	11	78.57%
TOTAL MATH	14	3	11	78.57%
CONCEPT OF NUMBERS	14	3	11	78.57%
MATH COMPUTATION	14	3	11	78.57%
MATH APPLICATION	14	3	11	78.57%
WRITING SCORE	14	4	10	71.43%
DEMOGRAPHIC ITEMS- MEAN	14	2.40	11.60	82.86%
SURVEY ITEMS- MEAN	14	2.13	11.87	84.79%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	PCT
TOTAL READING	18	2	16	88.89%
VOCABULARY	18	2	16	88.89%
COMPREHENSION	18	2	16	88.89%
TOTAL MATH	18	2	16	88.89%
WRITING SCORE	18	3	15	83.33%
DEMOGRAPHIC ITEMS- MEAN	18	3.00	15.00	83.33%
SURVEY ITEMS- MEAN	18	3.11	14.89	82.72%

45.7

KIRKWOOD

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	30	7	23	76.67%
VOCABULARY	30	7	23	76.67%
COMPREHENSION	30	7	23	76.67%
TOTAL MATH	30	9	21	70.00%
CONCEPT OF NUMBERS	30	8	22	73.33%
MATH COMPUTATION	30	8	22	73.33%
MATH APPLICATION	30	9	21	70.00%
WRITING SCORE	30	7	23	76.67%
DEMOGRAPHIC ITEMS- MEAN	30	6.80	23.20	77.33%
SURVEY ITEMS- MEAN	30	6.41	23.59	78.63%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	35	6	29	82.86%
VOCABULARY	35	6	29	82.86%
COMPREHENSION	35	6	29	82.86%
TOTAL MATH	35	8	27	77.14%
CONCEPT OF NUMBERS	35	6	29	82.86%
MATH COMPUTATION	35	6	29	82.86%
MATH APPLICATION	35	8	27	77.14%
WRITING SCORE	35	4	31	88.57%
DEMOGRAPHIC ITEMS- MEAN	35	6.00	29.00	82.86%
SURVEY ITEMS- MEAN	35	5.22	29.78	85.09%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	45	3	42	93.33%
VOCABULARY	45	3	42	93.33%
COMPREHENSION	45	3	42	93.33%
TOTAL MATH	45	3	42	93.33%
CONCEPT OF NUMBERS	45	2	43	95.56%
MATH COMPUTATION	45	2	43	95.56%
MATH APPLICATION	45	3	42	93.33%
WRITING SCORE	45	1	44	97.78%
DEMOGRAPHIC ITEMS- MEAN	45	3.60	41.40	92.00%
SURVEY ITEMS- MEAN	45	3.21	41.79	92.87%

10TH GRADE-

	TOTAL	MISSING]		
	CASE	CASES	CASES	PCT
TOTAL READING	37	8	29	78.38%
VOCABULARY	37	8	29	78.38%
COMPREHENSION	37	8	29	78.38%
TOTAL MATH	37	8	29	78.38%
WRITING SCORE	37	8	29	78.38%
DEMOGRAPHIC ITEMS- MEAN	37	9.00	28.00	75.68%
SURVEY ITEMS- MEAN	37	8.19	28.81	77.86%

LADUE

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	21	4	17	80.95%
VOCABULARY	21	4	17	80.95%
COMPREHENSION	21	4	17	80.95%
TOTAL MATH	21	4	17	80.95%
CONCEPT OF NUMBERS	21	4	17	80.95%
MATH COMPUTATION	21	4	17	80.95%
MATH APPLICATION	21	4	17	80.95%
WRITING SCORE	21	4	17	80.95%
DEMOGRAPHIC ITEMS- MEAN	21	4.00	17.00	80.95%
SURVEY ITEMS- MEAN	21	4.24	16.76	79.81%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	27	0	27	100.00%
VOCABULARY	27	0	27	100.00%
COMPREHENSION	27	0	27	100.00%
TOTAL MATH	27	0	27	100.00%
CONCEPT OF NUMBERS	27	0	27	100.00%
MATH COMPUTATION	27	0	27	100.00%
MATH APPLICATION	27	0	27	100.00%
WRITING SCORE	27	0	27	100.00%
DEMOGRAPHIC ITEMS- MEAN	27	1.00	26.00	96.30%
SURVEY ITEMS- MEAN	27	0.43	26.57	98.41%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	17	1	16	94.12%
VOCABULARY	17	1	16	94.12%
COMPREHENSION	17	1	16	94.12%
TOTAL MATH	17	1	16	94.12%
CONCEPT OF NUMBERS	17	1	16	94.12%
MATH COMPUTATION	17	1	16	94.12%
MATH APPLICATION	17	1	16	94.12%
WRITING SCORE	17	1	16	94.12%
DEMOGRAPHIC ITEMS- MEAN	17	2.20	14.80	87.06%
SURVEY ITEMS- MEAN	17	2.21	14.79	87.00%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	8	0	8	100.00%
VOCABULARY	8	0	8	100.00%
COMPREHENSION	8	0	8	100.00%
TOTAL MATH	8	0	8	100.00%
WRITING SCORE	8	0	8	100.00%
DEMOGRAPHIC ITEMS- MEAN	8	0.20	7.80	97.50%
SURVEY ITEMS- MEAN	8	0.00	8.00	100.00%

45.9

LINDBERGH

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	44	5	39	88.64%
VOCABULARY	44	5	39	88.64%
COMPREHENSION	44	3	41	93.18%
TOTAL MATH	44	6	38	86.36%
CONCEPT OF NUMBERS	44	4	40	90.91%
MATH COMPUTATION	44	5	39	88.64%
MATH APPLICATION	44	5	39	88.64%
WRITING SCORE	44	4	40	90.91%
DEMOGRAPHIC ITEMS- MEAN	44	11.60	32.40	73.64%
SURVEY ITEMS- MEAN	44	3.52	40.48	92.00%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	55	11	44	80.00%
VOCABULARY	55	7	48	87.27%
COMPREHENSION	55	11	44	80.00%
TOTAL MATH	55	4	51	92.73%
CONCEPT OF NUMBERS	55	4	51	92.73%
MATH COMPUTATION	55	4	51	92.73%
MATH APPLICATION	55	4	51	92.73%
WRITING SCORE	55	10	45	81.82%
DEMOGRAPHIC ITEMS- MEAN	55	8.80	46.20	84.00%
SURVEY ITEMS- MEAN	55	12.17	42.83	77.87%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	49	7	42	85.71%
VOCABULARY	49	6	43	87.76%
COMPREHENSION	49	7	42	85.71%
TOTAL MATH	49	7	42	85.71%
CONCEPT OF NUMBERS	49	5	44	89.80%
MATH COMPUTATION	49	5	44	89.80%
MATH APPLICATION	49	7	42	85.71%
WRITING SCORE	49	10	39	79.59%
DEMOGRAPHIC ITEMS- MEAN	49	7.40	41.60	84.90%
SURVEY ITEMS- MEAN	49	9.44	39.56	80.73%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	60	12	48	80.00%
VOCABULARY	60	12	48	80.00%
COMPREHENSION	60	11	49	81.67%
TOTAL MATH	60	11	49	81.67%
WRITING SCORE	60	8	52	86.67%
DEMOGRAPHIC ITEMS- MEAN	60	11.80	48.20	80.33%
SURVEY ITEMS- MEAN	60	10.55	49.45	82.42%

MEHVILLE

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	78	10	68	87.18%
VOCABULARY	78	10	68	87.18%
COMPREHENSION	78	10	68	87.18%
TOTAL MATH	78	10	68	87.18%
CONCEPT OF NUMBERS	78	10	68	87.18%
MATH COMPUTATION	78	10	68	87.18%
MATH APPLICATION	78	10	68	87.18%
WRITING SCORE	78	7	71	91.03%
DEMOGRAPHIC ITEMS- MEAN	78	8.60	69.40	88.97%
SURVEY ITEMS- MEAN	78	9.24	68.76	88.15%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	68	9	59	86.76%
VOCABULARY	68	9	59	86.76%
COMPREHENSION	68	8	60	88.24%
TOTAL MATH	68	9	59	86.76%
CONCEPT OF NUMBERS	68	8	60	88.24%
MATH COMPUTATION	68	8	60	88.24%
MATH APPLICATION	68	9	59	86.76%
WRITING SCORE	68	6	62	91.18%
DEMOGRAPHIC ITEMS- MEAN	68	6.40	61.60	90.59%
SURVEY ITEMS- MEAN	68	7.06	60.94	89.62%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	95	21	74	77.89%
VOCABULARY	95	21	74	77.89%
COMPREHENSION	95	20	75	78.95%
TOTAL MATH	95	22	73	76.84%
CONCEPT OF NUMBERS	95	20	75	78.95%
MATH COMPUTATION	95	20	75	78.95%
MATH APPLICATION	95	22	73	76.84%
WRITING SCORE	95	19	76	80.00%
DEMOGRAPHIC ITEMS- MEAN	95	24.80	70.20	73.89%
SURVEY ITEMS- MEAN	95	20.81	74.19	78.09%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID	
			CASES	PCT
TOTAL READING	114	30	84	73.68%
VOCABULARY	114	30	84	73.68%
COMPREHENSION	114	30	84	73.68%
TOTAL MATH	114	30	84	73.68%
WRITING SCORE	114	31	83	72.81%
DEMOGRAPHIC ITEMS- MEAN	114	33.60	80.40	70.53%
SURVEY ITEMS- MEAN	114	33.11	80.89	70.96%

45.11

PARKWAY

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	184	27	157	85.33%
VOCABULARY	184	27	157	85.33%
COMPREHENSION	184	26	158	85.87%
TOTAL MATH	184	32	152	82.61%
CONCEPT OF NUMBERS	184	28	156	84.78%
MATH COMPUTATION	184	28	156	84.78%
MATH APPLICATION	184	30	154	83.70%
WRITING SCORE	184	14	170	92.39%
DEMOGRAPHIC ITEMS- MEAN	184	25.40	158.60	86.20%
SURVEY ITEMS- MEAN	184	24.45	159.55	86.71%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	228	27	201	88.16%
VOCABULARY	228	27	201	88.16%
COMPREHENSION	228	24	204	89.47%
TOTAL MATH	228	25	203	89.04%
CONCEPT OF NUMBERS	228	26	202	88.60%
MATH COMPUTATION	228	26	202	88.60%
MATH APPLICATION	228	25	203	89.04%
WRITING SCORE	228	24	204	89.47%
DEMOGRAPHIC ITEMS- MEAN	228	26.80	201.20	88.25%
SURVEY ITEMS- MEAN	228	26.53	201.47	88.36%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	221	33	188	85.07%
VOCABULARY	221	33	188	85.07%
COMPREHENSION	221	32	189	85.52%
TOTAL MATH	221	34	187	84.62%
CONCEPT OF NUMBERS	221	33	188	85.07%
MATH COMPUTATION	221	33	188	85.07%
MATH APPLICATION	221	34	187	84.62%
WRITING SCORE	221	32	189	85.52%
DEMOGRAPHIC ITEMS- MEAN	221	44.20	176.80	80.00%
SURVEY ITEMS- MEAN	221	35.98	185.02	83.72%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	283	108	175	61.84%
VOCABULARY	283	105	178	62.90%
COMPREHENSION	283	106	177	62.54%
TOTAL MATH	283	126	157	55.48%
WRITING SCORE	283	79	204	72.08%
DEMOGRAPHIC ITEMS- MEAN	283	134.40	148.60	52.51%
SURVEY ITEMS- MEAN	283	93.47	189.53	66.97%

PATTONVILLE

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	55	4	51	92.73%
VOCABULARY	55	4	51	92.73%
COMPREHENSION	55	4	51	92.73%
TOTAL MATH	55	5	50	90.91%
CONCEPT OF NUMBERS	55	4	51	92.73%
MATH COMPUTATION	55	4	51	92.73%
MATH APPLICATION	55	5	50	90.91%
WRITING SCORE	55	2	53	96.36%
DEMOGRAPHIC ITEMS- MEAN	55	4.80	50.20	91.27%
SURVEY ITEMS- MEAN	55	3.52	51.48	93.60%

6TH GRADE-

	TOTAL CASES	MISSING CASES	CASE	PCT
TOTAL READING	58	6	52	89.66%
VOCABULARY	58	6	52	89.66%
COMPREHENSION	58	6	52	89.66%
TOTAL MATH	58	6	52	89.66%
CONCEPT OF NUMBERS	58	6	52	89.66%
MATH COMPUTATION	58	6	52	89.66%
MATH APPLICATION	58	6	52	89.66%
WRITING SCORE	58	4	54	93.10%
DEMOGRAPHIC ITEMS- MEAN	58	8.20	49.80	85.86%
SURVEY ITEMS- MEAN	58	5.91	52.09	89.81%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	65	12	53	81.54%
VOCABULARY	65	12	53	81.54%
COMPREHENSION	65	12	53	81.54%
TOTAL MATH	65	14	51	78.46%
CONCEPT OF NUMBERS	65	12	53	81.54%
MATH COMPUTATION	65	12	53	81.54%
MATH APPLICATION	65	14	51	78.46%
WRITING SCORE	65	10	55	84.62%
DEMOGRAPHIC ITEMS- MEAN	65	13.20	51.80	79.69%
SURVEY ITEMS- MEAN	65	11.57	53.43	82.20%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASES	VALID PCT
TOTAL READING	67	15	52	77.61%
VOCABULARY	67	15	52	77.61%
COMPREHENSION	67	14	53	79.10%
TOTAL MATH	67	14	53	79.10%
WRITING SCORE	67	18	49	73.13%
DEMOGRAPHIC ITEMS- MEAN	67	19.20	47.80	71.34%
SURVEY ITEMS- MEAN	67	18.26	48.74	72.75%

45.13

RITENOUR

4TH GRADE-

	TOTAL CASES	MISSING CASES	CASE	PCT
TOTAL READING	21	0	21	100.00%
VOCABULARY	21	0	21	100.00%
COMPREHENSION	21	0	21	100.00%
TOTAL MATH	21	0	21	100.00%
CONCEPT OF NUMBERS	21	0	21	100.00%
MATH COMPUTATION	21	0	21	100.00%
MATH APPLICATION	21	0	21	100.00%
WRITING SCORE	21	0	21	100.00%
DEMOGRAPHIC ITEMS- MEAN	21	0.00	21.00	100.00%
SURVEY ITEMS- MEAN	21	0.86	20.14	95.90%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	34	1	33	97.06%
VOCABULARY	34	1	33	97.06%
COMPREHENSION	34	1	33	97.06%
TOTAL MATH	34	1	33	97.06%
CONCEPT OF NUMBERS	34	1	33	97.06%
MATH COMPUTATION	34	0	34	100.00%
MATH APPLICATION	34	0	34	100.00%
WRITING SCORE	34	0	34	100.00%
DEMOGRAPHIC ITEMS- MEAN	34	5.60	28.40	83.53%
SURVEY ITEMS- MEAN	34	3.10	30.90	90.88%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	36	0	36	100.00%
VOCABULARY	36	0	36	100.00%
COMPREHENSION	36	0	36	100.00%
TOTAL MATH	36	0	36	100.00%
CONCEPT OF NUMBERS	36	0	36	100.00%
MATH COMPUTATION	36	0	36	100.00%
MATH APPLICATION	36	0	36	100.00%
WRITING SCORE	36	1	35	97.22%
DEMOGRAPHIC ITEMS- MEAN	36	4.20	31.80	88.33%
SURVEY ITEMS- MEAN	36	3.34	32.66	90.72%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	56	8	48	85.71%
VOCABULARY	56	8	48	85.71%
COMPREHENSION	56	8	48	85.71%
TOTAL MATH	56	8	48	85.71%
WRITING SCORE	56	8	48	85.71%
DEMOGRAPHIC ITEMS- MEAN	56	11.20	44.80	80.00%
SURVEY ITEMS- MEAN	56	8.62	47.38	84.61%

ROCKWOOD

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	113	14	99	87.61%
VOCABULARY	113	11	102	90.27%
COMPREHENSION	113	13	100	88.50%
TOTAL MATH	113	12	101	89.38%
CONCEPT OF NUMBERS	113	11	102	90.27%
MATH COMPUTATION	113	10	103	91.15%
MATH APPLICATION	113	12	101	89.38%
WRITING SCORE	113	5	108	95.58%
DEMOGRAPHIC ITEMS- MEAN	113	5.00	108.00	95.58%
SURVEY ITEMS- MEAN	113	6.41	106.59	94.33%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	118	22	96	81.36%
VOCABULARY	118	22	96	81.36%
COMPREHENSION	118	22	96	81.36%
TOTAL MATH	118	24	94	79.66%
CONCEPT OF NUMBERS	118	24	94	79.66%
MATH COMPUTATION	118	22	96	81.36%
MATH APPLICATION	118	22	96	81.36%
WRITING SCORE	118	10	108	91.53%
DEMOGRAPHIC ITEMS- MEAN	118	12.60	105.40	89.32%
SURVEY ITEMS- MEAN	118	11.02	106.98	90.66%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASES	PCT
TOTAL READING	125	23	102	81.60%
VOCABULARY	125	23	102	81.60%
COMPREHENSION	125	22	103	82.40%
TOTAL MATH	125	23	102	81.60%
CONCEPT OF NUMBERS	125	22	103	82.40%
MATH COMPUTATION	125	24	101	80.80%
MATH APPLICATION	125	22	103	82.40%
WRITING SCORE	125	12	113	90.40%
DEMOGRAPHIC ITEMS- MEAN	125	17.40	107.60	86.08%
SURVEY ITEMS- MEAN	125	11.68	113.32	90.66%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASES	PCT
TOTAL READING	119	14	105	88.24%
VOCABULARY	119	14	105	88.24%
COMPREHENSION	119	14	105	88.24%
TOTAL MATH	119	14	105	88.24%
WRITING SCORE	119	7	112	94.12%
DEMOGRAPHIC ITEMS- MEAN	119	13.00	106.00	89.08%
SURVEY ITEMS- MEAN	119	9.36	109.64	92.13%

45.15

VALLEY PARK

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASES	PCT
TOTAL READING	13	1	12	92.31%
VOCABULARY	13	1	12	92.31%
COMPREHENSION	13	1	12	92.31%
TOTAL MATH	13	1	12	92.31%
CONCEPT OF NUMBERS	13	1	12	92.31%
MATH COMPUTATION	13	1	12	92.31%
MATH APPLICATION	13	1	12	92.31%
WRITING SCORE	13	3	10	76.92%
DEMOGRAPHIC ITEMS- MEAN	13	1.20	11.80	90.77%
SURVEY ITEMS- MEAN	13	1.76	11.24	86.46%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	15	4	11	73.33%
VOCABULARY	15	4	11	73.33%
COMPREHENSION	15	4	11	73.33%
TOTAL MATH	15	4	11	73.33%
CONCEPT OF NUMBERS	15	4	11	73.33%
MATH COMPUTATION	15	4	11	73.33%
MATH APPLICATION	15	4	11	73.33%
WRITING SCORE	15	4	11	73.33%
DEMOGRAPHIC ITEMS- MEAN	15	4.00	11.00	73.33%
SURVEY ITEMS- MEAN	15	4.36	10.64	70.93%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	16	1	15	93.75%
VOCABULARY	16	1	15	93.75%
COMPREHENSION	16	1	15	93.75%
TOTAL MATH	16	1	15	93.75%
CONCEPT OF NUMBERS	16	1	15	93.75%
MATH COMPUTATION	16	1	15	93.75%
MATH APPLICATION	16	1	15	93.75%
WRITING SCORE	16	1	15	93.75%
DEMOGRAPHIC ITEMS- MEAN	16	1.40	14.60	91.25%
SURVEY ITEMS- MEAN	16	1.17	14.83	92.69%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASE	PCT
TOTAL READING	7	2	5	71.43%
VOCABULARY	7	2	5	71.43%
COMPREHENSION	7	2	5	71.43%
TOTAL MATH	7	2	5	71.43%
WRITING SCORE	7	1	6	85.71%
DEMOGRAPHIC ITEMS- MEAN	7	1.00	6.00	85.71%
SURVEY ITEMS- MEAN	7	1.02	5.98	85.43%

WEBSTER

4TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	20	1	19	95.00%
VOCABULARY	20	1	19	95.00%
COMPREHENSION	20	1	19	95.00%
TOTAL MATH	20	2	18	90.00%
CONCEPT OF NUMBERS	20	1	19	95.00%
MATH COMPUTATION	20	2	18	90.00%
MATH APPLICATION	20	2	18	90.00%
WRITING SCORE	20	1	19	95.00%
DEMOGRAPHIC ITEMS- MEAN	20	2.00	18.00	90.00%
SURVEY ITEMS- MEAN	20	2.14	17.86	89.30%

6TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	26	7	19	73.08%
VOCABULARY	26	7	19	73.08%
COMPREHENSION	26	7	19	73.08%
TOTAL MATH	26	8	18	69.23%
CONCEPT OF NUMBERS	26	8	18	69.23%
MATH COMPUTATION	26	8	18	69.23%
MATH APPLICATION	26	7	19	73.08%
WRITING SCORE	26	4	22	84.62%
DEMOGRAPHIC ITEMS- MEAN	26	5.20	20.80	80.00%
SURVEY ITEMS- MEAN	26	5.32	20.68	79.54%

8TH GRADE-

	TOTAL CASES	MISSING CASES	VALID CASE	PCT
TOTAL READING	14	3	11	78.57%
VOCABULARY	14	2	12	85.71%
COMPREHENSION	14	2	12	85.71%
TOTAL MATH	14	3	11	78.57%
CONCEPT OF NUMBERS	14	3	11	78.57%
MATH COMPUTATION	14	3	11	78.57%
MATH APPLICATION	14	3	11	78.57%
WRITING SCORE	14	4	10	71.43%
DEMOGRAPHIC ITEMS- MEAN	14	3.00	11.00	78.57%
SURVEY ITEMS- MEAN	14	1.09	12.91	92.21%

10TH GRADE-

	TOTAL CASE	MISSING CASES	VALID CASE	PCT
TOTAL READING	18	8	10	55.56%
VOCABULARY	18	8	10	55.56%
COMPREHENSION	18	8	10	55.56%
TOTAL MATH	18	8	10	55.56%
WRITING SCORE	18	9	9	50.00%
DEMOGRAPHIC ITEMS- MEAN	18	11.00	7.00	38.89%
SURVEY ITEMS- MEAN	18	11.02	6.98	38.78%

SAINT LOUIS

4TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASE	PCT
TOTAL READING	2673	195	2478	92.70%
VOCABULARY	2673	188	2485	92.97%
COMPREHENSION	2673	192	2481	92.82%
TOTAL MATH	2673	233	2440	91.28%
CONCEPT OF NUMBERS	2673	196	2477	92.67%
MATH COMPUTATION	2673	200	2473	92.52%
MATH APPLICATION	2673	219	2454	91.81%
WRITING SCORE	2673	339	2334	87.32%
DEMOGRAPHIC ITEMS- MEAN	2673	712.60	1960.40	73.34%
SURVEY ITEMS- MEAN	2673	580.59	2092.41	78.28%

6TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASE	PCT
TOTAL READING	2208	182	2026	91.76%
VOCABULARY	2208	178	2030	91.94%
COMPREHENSION	2208	178	2030	91.94%
TOTAL MATH	2208	199	2009	90.99%
CONCEPT OF NUMBERS	2208	179	2029	91.89%
MATH COMPUTATION	2208	183	2025	91.71%
MATH APPLICATION	2208	192	2016	91.30%
WRITING SCORE	2208	382	1826	82.70%
DEMOGRAPHIC ITEMS- MEAN	2208	588.40	1619.60	73.35%
SURVEY ITEMS- MEAN	2208	504.98	1703.02	77.13%

8TH GRADE-

	TOTAL	MISSING	VALID	
	CASES	CASES	CASE	PCT
TOTAL READING	1707	153	1554	91.04%
VOCABULARY	1707	149	1558	91.27%
COMPREHENSION	1707	151	1556	91.15%
TOTAL MATH	1707	169	1538	90.10%
CONCEPT OF NUMBERS	1707	153	1554	91.04%
MATH COMPUTATION	1707	154	1553	90.98%
MATH APPLICATION	1707	166	1541	90.28%
WRITING SCORE	1707	305	1402	82.13%
DEMOGRAPHIC ITEMS- MEAN	1707	265.80	1441.20	84.43%
SURVEY ITEMS- MEAN	1707	495.28	1211.72	70.99%

10TH GRADE-

	TOTAL	MISSING	VALID	
	CASE	CASES	CASE	PCT
TOTAL READING	1489	330	1159	77.84%
VOCABULARY	1489	320	1169	78.51%
COMPREHENSION	1489	319	1170	78.58%
TOTAL MATH	1489	342	1147	77.03%
WRITING SCORE	1489	510	979	65.75%
DEMOGRAPHIC ITEMS- MEAN	1489	891.20	597.80	40.15%
SURVEY ITEMS- MEAN	1489	696.34	792.66	53.23%

APPENDIX FIVE

DEMOGRAPHIC INFORMATION

1991

46.1

```
Page  1    GRADE FOUR                                              9/27/91

AGE        Age in Months

By levels of  GROUP
                                               Mean     Std Dev    Cases

For Entire Population                        122.1281    8.5568     3333

GROUP              1  Non Integrated         122.3873    9.1798     1637
GROUP              2  Integrated             122.3160    8.5607      712
GROUP              3  Magnet                 119.5418    6.8738      323
GROUP              4  Transfer               122.5477    7.4231      661

  Total Cases =     3334
Missing Cases =        1 OR    .0 PCT.
---------------------------------------------------------------------------

Criterion Variable AGE

                         Analysis of Variance

                              Sum of                 Mean
Source                        Squares     D.F.      Square         F      Sig.

Between Groups              2412.0080        3     804.0027    11.0805   .0000

Within Groups             241552.2878     3329      72.5600

                        Eta =  .0994   Eta Squared =  .0099
---------------------------------------------------------------------------
```

46.2

```
Page  2      GRADE FOUR                                           9/27/91

SEX
                                                       Valid     Cum
                          Value  Frequency  Percent  Percent  Percent

Male                          0       1635     49.0     49.0     49.0
Female                        1       1699     51.0     51.0    100.0
                                   -------  -------  -------
                          Total       3334    100.0    100.0

Valid cases     3334      Missing cases       0
-----------------------------------------------------------------------------

SEX  by  GROUP

                     GROUP
             Col Pct
                     Non Inte Integrat Magnet   Transfer
                     grated   ed                             Row
                         1        2        3        4       Total
SEX
                 0     50.2     49.1     47.7     46.7      1635
   Male                                                       49.0

                 1     49.8     50.9     52.3     53.3      1699
   Female                                                     51.0

            Column     1637      713      323      661      3334
             Total     49.1     21.4      9.7     19.8     100.0

  Chi-Square                      Value          DF             Significance
--------------------          -----------       ----             -----------
Pearson                           2.53321          3                  .46932
-----------------------------------------------------------------------------
```

46.3

```
Page  3     GRADE FOUR                                           9/27/91

LUNCH       Eligible for Free or Reduced Lunch
                                                          Valid     Cum
                                  Value  Frequency  Percent  Percent  Percent

Yes                                  0       2162     64.8     86.8     86.8
No                                   1        330      9.9     13.2    100.0
                                     .        842     25.3   Missing
                                          -------  -------  -------
                                 Total       3334    100.0    100.0

Valid cases     2492      Missing cases     842
------------------------------------------------------------------------------

LUNCH  by  GROUP

                    GROUP
          Col Pct
                    Non Inte  Integrat  Magnet    Transfer
                    grated    ed                            Row
                           1         2         3         4  Total
LUNCH
                0     89.8      93.0      75.2      80.5    2162
   Yes                                                        86.8

                1     10.2       7.0      24.8      19.5     330
   No                                                         13.2

           Column     1154       502       262       574    2492
            Total       46.3      20.1      10.5      23.0   100.0

      Chi-Square                  Value          DF             Significance
--------------------          -----------       ----             -----------
Pearson                         76.47355          3                  .00000
------------------------------------------------------------------------------
```

46.4

```
Page 4      GRADE FOUR                                         9/27/91

RESIDE      With Whom Live
                                                          Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Both Parents                      0       1019     30.6     39.7     39.7
(Step)Father                      1         67      2.0      2.6     42.3
(Step)Mother                      2       1095     32.8     42.7     85.0
Grandparents                      3        186      5.6      7.2     92.2
Other Relative                    4         90      2.7      3.5     95.8
Other                             5         97      2.9      3.8     99.5
                                  9         12       .4       .5    100.0
                                  .        768     23.0  Missing
                                       -------  -------  -------
                              Total       3334    100.0    100.0

Valid cases     2566      Missing cases     768
------------------------------------------------------------------------------

RESIDE  by  GROUP

                      GROUP
            Col Pct
                      Non Inte Integrat Magnet   Transfer
                      grated   ed                         Row
                         1        2        3        4     Total
RESIDE
                 0      38.1     36.3     50.4     41.1     1019
  Both Parents                                              39.7

                 1       3.4      2.3      1.4      1.7       67
  (Step)Father                                               2.6

                 2      39.9     48.9     36.7     45.6     1095
  (Step)Mother                                              42.7

                 3       9.0      5.6      6.5      5.5      186
  Grandparents                                               7.2

                 4       4.5      2.9      1.4      2.9       90
  Other Relative                                             3.5

                 5       4.9      3.3      2.9      2.4       97
  Other                                                      3.8

                 9        .2       .8       .7       .7       12
                                                              .5

          Column      1190      521      278      577     2566
           Total      46.4     20.3     10.8     22.5    100.0

      Chi-Square                   Value             DF           Significance
--------------------           -----------          ----           -----------
Pearson                          56.97022            18              .00001
-------------------------------------------------------------------------------
```

```
Page 5      GRADE FOUR                                                9/27/91

MOMED       Education of (Step)Mother
                                                           Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Less Than High Schl                 0         38      1.1      2.8      2.8
Had Some High Schl                  1        140      4.2     10.2     13.0
Is a High Schl Grad                 2        408     12.2     29.8     42.8
Had Some College                    3        259      7.8     18.9     61.7
Is a College Grad                   4        524     15.7     38.3    100.0
                                    .        777     23.3  Missing
                                    9       1188     35.6  Missing
                                         -------  -------  -------
                                Total       3334    100.0    100.0

Valid cases     1369      Missing cases    1965
--------------------------------------------------------------------------------

MOMED   by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                           Row
                          1        2        3         4   Total
MOMED
                0      3.0      4.1      1.8       2.0      38
  Less Than High schl                                       2.8

                1     11.3     14.1      7.2       7.1     140
  Had Some High schl                                       10.2

                2     31.9     27.8     19.8      32.4     408
  Is a High Schl grad                                      29.8

                3     17.4     17.0     25.7      19.6     259
  Had Some College                                         18.9

                4     36.5     36.9     45.5      38.9     524
  Is a College Grad                                        38.3

           Column      609      241      167       352    1369
            Total     44.5     17.6     12.2      25.7   100.0

      Chi-Square                      Value          DF            Significance
--------------------              -----------       ----           -----------
Pearson                              28.20969        12                .00515
--------------------------------------------------------------------------------
```

46.6

```
Page 6      GRADE FOUR                                        9/27/91

POPED       Education of (Step)Father
                                                         Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Less Than High Schl                0        42      1.3      3.8      3.8
Had Some High Schl                 1        89      2.7      8.0     11.8
Is a High Schl Grad                2       304      9.1     27.3     39.1
Had Some College                   3       154      4.6     13.8     52.9
Is a College Grad                  4       524     15.7     47.1    100.0
                                   .       802     24.1   Missing
                                   9      1419     42.6   Missing
                                       -------  -------  -------
                               Total      3334    100.0    100.0

Valid cases    1113      Missing cases    2221
-------------------------------------------------------------------------------

POPED  by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                          1        2        3        4   Total
POPED
                 0      4.7      2.5      1.4      4.2      42
  Less Than High schl                                        3.8

                 1      8.2     11.6      7.1      5.4      89
  Had Some High schol                                        8.0

                 2     28.8     26.3     20.0     29.1     304
  Is a High Schl grad                                       27.3

                 3     13.8     12.1     18.6     12.6     154
  Had Some College                                          13.8

                 4     44.6     47.5     52.9     48.7     524
  Is a College Grad                                         47.1

            Column      514      198      140      261     1113
             Total     46.2     17.8     12.6     23.5    100.0

      Chi-Square                    Value             DF              Significance
--------------------          -----------           ----              -----------
Pearson                          18.07656             12                   .11339
-------------------------------------------------------------------------------
```

46.7

```
Page 7      GRADE FOUR                                            /27/91

HOME        Type of Housing
                                                        Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

House                             0      1444      43.3     57.3     57.3
Apt. Build. or Flat               1      1011      30.3     40.1     97.5
Project                           2        64       1.9      2.5    100.0
                                  .       783      23.5  Missing
                                  9        32       1.0  Missing
                                        -------  -------  -------
                              Total      3334     100.0    100.0

Valid cases     2519      Missing cases     815
------------------------------------------------------------------------------

HOME  by  GROUP

                  GROUP
          Col Pct
                  Non Inte  Integrat  Magnet    Transfer
                  grated    ed                            Row
                     1         2         3         4      Total
HOME
               0    62.1      41.0      59.6      60.9     1444
  House                                                     57.3

               1    36.7      52.6      39.0      36.8     1011
  Apt. Build. or Flat                                       40.1

               2     1.3       6.4       1.4       2.3       64
  Project                                                    2.5

          Column    1170       502       277       570     2519
           Total    46.4      19.9      11.0      22.6    100.0

      Chi-Square                      Value          DF            Significance
--------------------            -----------         ----           -----------
   Pearson                         91.63098           6                 .00000
--------------------------------------------------------------------------------
```

46.8

```
Page  1     GRADE SIX                                              9/25/91

AGE         Age in Months

By levels of   GROUP

                                               Mean      Std Dev      Cases

For Entire Population                        146.9615     9.0908       2958

GROUP                  1  Non Integrated     147.8344     9.2470       1238
GROUP                  2  Integrated         148.2007     8.7742        553
GROUP                  3  Magnet             144.3414    10.3526        413
GROUP                  4  Transfer           146.0544     7.8754        754

  Total Cases =      2962
Missing Cases =         4 OR    .1 PCT.
---------------------------------------------------------------------------

Criterion Variable AGE

                            Analysis of Variance

                          Sum of                  Mean
Source                    Squares       D.F.      Square         F        Sig.

Between Groups           5248.2001        3     1749.4000     21.6108    .0000

Within Groups          239127.4064     2954       80.9504

                         Eta =  .1465    Eta Squared =  .0215
---------------------------------------------------------------------------
```

46.9

```
Page    2   GRADE SIX                                                     9/25/91

SEX
                                                          Valid      Cum
                              Value  Frequency  Percent  Percent  Percent

Male                              0       1514     51.1     51.1     51.1
Female                            1       1448     48.9     48.9    100.0
                                       -------  -------  -------
                              Total       2962    100.0    100.0

Valid cases     2962      Missing cases       0
-------------------------------------------------------------------------------

SEX  by  GROUP

                    GROUP
            Col Pct
                    Non Inte Integrat Magnet    Transfer
                    grated   ed                          Row
                          1        2        3        4   Total
SEX
                0     50.6     52.3     51.6     50.8    1514
  Male                                                    51.1

                1     49.4     47.7     48.4     49.2    1448
  Female                                                  48.9

             Column    1242      553      413      754    2962
              Total    41.9     18.7     13.9     25.5   100.0

      Chi-Square                   Value             DF               Significance
--------------------           -----------          ----               -----------
Pearson                           .46610              3                   .92627
-------------------------------------------------------------------------------
```

46.10

```
Page  3     GRADE SIX                                     9/25/91

LUNCH       Eligible for Free or Reduced Lunch
                                                          Valid     Cum
                                  Value  Frequency  Percent  Percent  Percent

Yes                                 0      1775     59.9     83.7     83.7
No                                  1       346     11.7     16.3    100.0
                             .              841     28.4   Missing      .
                                   -------  -------  -------
                          Total     2962    100.0    100.0

Valid cases     2121      Missing cases     841
------------------------------------------------------------------------------

LUNCH   by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                        1        2        3        4     Total
LUNCH

                 0     88.3     89.5     70.4     80.2     1775
  Yes                                                       83.7


                 1     11.7     10.5     29.6     19.8      346
  No                                                        16.3


            Column      803      391      284      643     2121
             Total     37.9     18.4     13.4     30.3    100.0

      Chi-Square                  Value            DF           Significance
--------------------            -----------        ----          -----------
Pearson                          64.37809           3               .00000
-------------------------------------------------------------------------------
```

46.11

```
Page  4   GRADE SIX                                                   9/25/91

RESIDE    With Whom Live
                                                          Valid     Cum
                               Value  Frequency  Percent  Percent  Percent

Both Parents                       0        795     26.8     34.2     34.2
(Step)Father                       1         58      2.0      2.5     36.7
(Step)Mother                       2       1157     39.1     49.8     86.5
Grandparents                       3        159      5.4      6.8     93.3
Other Relative                     4         60      2.0      2.6     95.9
Other                              5         86      2.9      3.7     99.6
                                   9         10       .3       .4    100.0
                                   .        637     21.5  Missing
                                       -------  -------  -------
                               Total       2962    100.0    100.0

Valid cases     2325      Missing cases    637
----------------------------------------------------------------------------

RESIDE  by  GROUP

                    GROUP
          Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                           Row
                           1        2        3        4   Total
RESIDE
                  0     31.9     30.6     40.8     36.1     795
  Both Parents                                              34.2

                  1      2.3      3.1      2.9      2.1      58
  (Step)Father                                               2.5

                  2     48.1     55.8     44.0     51.2    1157
  (Step)Mother                                              49.8

                  3      9.7      6.9      5.5      3.6     159
  Grandparents                                               6.8

                  4      4.0      1.0      2.6      1.7      60
  Other Relative                                             2.6

                  5      3.4      2.1      4.0      5.0      86
  Other                                                      3.7

                  9       .6       .5       .3       .3      10
                                                              .4

          Column      894      421      348      662     2325
           Total     38.5     18.1     15.0     28.5    100.0

      Chi-Square                   Value            DF          Significance
--------------------          -----------         ----          -----------
Pearson                          58.14456           18               .00000
----------------------------------------------------------------------------
```

46.12

```
Page  5   GRADE SIX                                                9/25/91

MOMED     Education of (Step)Mother
                                                         Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Less Than High Schl                0        26        .9      1.8      1.8
Had Some High Schl                 1       210       7.1     14.4     16.1
Is a High Schl Grad                2       445      15.0     30.4     46.6
Had Some College                   3       343      11.6     23.5     70.0
Is a College Grad                  4       438      14.8     30.0    100.0
                                   .       649      21.9   Missing
                                   9       851      28.7   Missing
                                       -------   -------   -------
                               Total      2962     100.0     100.0

Valid cases    1462      Missing cases    1500
------------------------------------------------------------------------------

MOMED  by  GROUP

                    GROUP
          Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                          1        2        3        4   Total
MOMED
                 0      2.0      2.4       .8      1.8      26
  Less Than High schl                                       1.8

                 1     18.4     19.0      8.0     10.9     210
  Had Some High schl                                       14.4

                 2     32.8     28.2     27.9     30.4     445
  Is a High Schl grad                                      30.4

                 3     17.0     25.0     27.1     27.9     343
  Had Some College                                         23.5

                 4     29.9     25.4     36.3     29.0     438
  Is a College Grad                                        30.0

           Column       512      248      251      451    1462
            Total      35.0     17.0     17.2     30.8   100.0

      Chi-Square                  Value          DF            Significance
--------------------          -----------       ----           -----------
Pearson                          44.03225        12                  .00002
------------------------------------------------------------------------------
```

46.13

```
Page  6   GRADE SIX                                                  9/25/91

POPED     Education of (Step)Father
                                                          Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Less Than High Schl               0        31       1.0       2.9      2.9
Had Some High Schl                1       120       4.1      11.3     14.2
Is a High Schl Grad               2       342      11.5      32.2     46.5
Had Some College                  3       180       6.1      17.0     63.4
Is a College Grad                 4       388      13.1      36.6    100.0
                                  .       689      23.3   Missing
                                  9      1212      40.9   Missing
                                       -------  -------  -------
                              Total      2962     100.0    100.0

Valid cases     1061      Missing cases    1901
------------------------------------------------------------------------------

POPED  by  GROUP

                   GROUP
          Col Pct
                   Non Inte Integrat Magnet   Transfer
                   grated   ed                          Row
                        1        2        3        4    Total
POPED
                0      3.6      2.2      1.1      3.5      31
  Less Than High schl                                     2.9

                1     13.7     10.0     10.4      9.6     120
  Had Some High schl                                     11.3

                2     31.5     33.3     28.0     34.9     342
  Is a High Schl grad                                    32.2

                3     16.5     15.6     19.8     16.7     180
  Had Some College                                       17.0

                4     34.6     38.9     40.7     35.3     388
  Is a College Grad                                      36.6

           Column      387      180      182      312    1061
            Total     36.5     17.0     17.2     29.4   100.0

      Chi-Square                 Value             DF              Significance
--------------------          -----------         ----              -----------
Pearson                        11.13539            12                  .51735
------------------------------------------------------------------------------
```

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46.14

```
Page  7   GRADE SIX                                                 9/25/91

HOME      Type of Housing
                                                        Valid     Cum
                             Value  Frequency  Percent  Percent  Percent

House                           0      1314     44.4     56.9     56.9
Apt. Build. or Flat             1       932     31.5     40.3     97.2
Project                         2        65      2.2      2.8    100.0
                                .       618     20.9   Missing
                                9        33      1.1   Missing
                                     -------  -------  -------
                            Total      2962    100.0    100.0

Valid cases    2311      Missing cases    651
------------------------------------------------------------------------------

HOME  by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                           Row
                         1        2        3        4    Total
HOME
                0     61.0     39.3     57.9     61.7     1314
  House                                                    56.9

                1     36.8     54.2     40.6     36.3      932
  Apt. Build. or Flat                                      40.3

                2      2.2      6.5      1.5      2.0       65
  Project                                                   2.8

            Column     906      415      340      650     2311
             Total      39.2     18.0     14.7     28.1    100.0

      Chi-Square                  Value           DF              Significance
--------------------          -----------        ----              -----------
Pearson                        78.42427            6                  .00000
------------------------------------------------------------------------------
```

```
Page  1      GRADE EIGHT                                          9/26/91

AGE          Age in Months

By levels of    GROUP

                                                  Mean      Std Dev     Cases

For Entire Population                           170.6449     8.1334      2484 .

GROUP              1  Non Integrated            171.1723     7.7893       911
GROUP              2  Integrated                171.1046     7.4363       373
GROUP              3  Magnet                    167.6303     6.8285       422
GROUP              4  Transfer                  171.4422     9.0884       778

  Total Cases =     2485
Missing Cases =        1 OR     .0 PCT.
---------------------------------------------------------------------------

Criterion Variable AGE

                         Analysis of Variance

                            Sum of                    Mean
Source                      Squares        D.F.      Square          F       Sig.

Between Groups             4661.7320          3     1553.9107     24.1470    .0000

Within Groups            159593.0941       2480       64.3521

                      Eta =   .1685    Eta Squared =   .0284
---------------------------------------------------------------------------
```

46.16

```
Page   2   GRADE EIGHT                                                9/26/91

SEX
                                                        Valid      Cum
                         Value  Frequency  Percent    Percent   Percent

Male                       0       1145      46.1       46.1      46.1
Female                     1       1340      53.9       53.9     100.0
                                -------   -------    -------
                         Total     2485     100.0      100.0

Valid cases    2485     Missing cases      0
--------------------------------------------------------------------------------

SEX  by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                         Row
                           1        2        3        4  Total
SEX
                  0     47.8     50.9     47.6     40.9    1145
  Male                                                     46.1

                  1     52.2     49.1     52.4     59.1    1340
  Female                                                   53.9

            Column      912      373      422      778     2485
             Total      36.7     15.0     17.0     31.3   100.0

      Chi-Square                     Value            DF              Significance
--------------------           -----------          ----              -----------
Pearson                           13.53288            3                   .00362
--------------------------------------------------------------------------------
```

```
Page   3     GRADE EIGHT                                                    9/26/9

LUNCH        Eligible for Free or Reduced Lunch
                                                               Valid     Cum
                                  Value  Frequency  Percent  Percent  Percent

Yes                                  0       1200     48.3     73.4     73.4
No                                   1        434     17.5     26.6    100.0
                                     .        851     34.2   Missing
                                          -------  -------  -------
                                 Total       2485    100.0    100.0

Valid cases    1634      Missing cases    851
-------------------------------------------------------------------------------

LUNCH  by  GROUP

                      GROUP
             Col Pct
                      Non Inte Integrat Magnet   Transfer
                      grated   ed                          Row
                             1        2        3        4  Total
LUNCH
                0     80.6     76.5     67.8     69.3     1200
  Yes                                                       73.4

                1     19.4     23.5     32.2     30.7      434
  No                                                        26.6

           Column      505      213      317      599     1634
            Total     30.9     13.0     19.4     36.7    100.0

      Chi-Square                     Value             DF               Significance
--------------------            -----------           ----              -----------
Pearson                           24.72590              3                   .00002
-------------------------------------------------------------------------------
```

46.18

```
Page   4      GRADE EIGHT                                           9/26/91

RESIDE        With Whom Live
                                                               Valid      Cum
                                 Value   Frequency   Percent   Percent   Percent

Both Parents                       0          548       22.1      30.0      30.0
(Step)Father                       1           49        2.0       2.7      32.6
(Step)Mother                       2         1011       40.7      55.3      87.9
Grandparents                       3          120        4.8       6.6      94.5
Other Relative                     4           49        2.0       2.7      97.2
Other                              5           44        1.8       2.4      99.6
                                   9            8         .3        .4     100.0
                                   .          656       26.4   Missing
                                          -------    -------   -------
                                 Total       2485      100.0     100.0

Valid cases     1829      Missing cases     656
-------------------------------------------------------------------------------

RESIDE   by   GROUP

                      GROUP
                Col Pct
                      Non Inte  Integrat  Magnet    Transfer
                      grated    ed                             Row
                           1         2         3         4     Total
RESIDE
                   0     28.4      25.3      33.9      31.2      548
  Both Parents                                                   30.0

                   1      3.0       3.3       3.0       2.0       49
  (Step)Father                                                    2.7

                   2     52.9      59.6      52.7      57.2     1011
  (Step)Mother                                                   55.3

                   3      9.6       4.9       5.1       5.1      120
  Grandparents                                                    6.6

                   4      3.3       4.5       1.5       2.0       49
  Other Relative                                                  2.7

                   5      2.7       1.6       3.0       2.2       44
  Other                                                           2.4

                   9       .2        .8        .9        .3        8
                                                                   .4

             Column      603       245       336       645      1829
              Total      33.0      13.4      18.4      35.3     100.0

       Chi-Square                    Value             DF              Significance
--------------------            -----------           ----              -----------
Pearson                            32.95032             18                   .01692
-------------------------------------------------------------------------------
```

46.19

```
Page  5      GRADE EIGHT                                        9/26/9

MOMED        Education of (Step)Mother
                                                          Valid     Cum
                                  Value  Frequency  Percent  Percent  Percent

Less Than High Schl                 0        19        .8      1.3      1.3
Had Some High Schl                  1       275      11.1     18.6     19.9
Is a High Schl Grad                 2       575      23.1     39.0     58.9
Had Some College                    3       332      13.4     22.5     81.4
Is a College Grad                   4       274      11.0     18.6    100.0
                                    .       677      27.2   Missing
                                    9       333      13.4   Missing
                                         -------  -------  -------
                                 Total     2485     100.0    100.0

Valid cases     1475      Missing cases    1010
--------------------------------------------------------------------------------

MOMED  by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                           1        2        3        4  Total
MOMED
                0        1.5      1.5      1.5       .9      19
  Less Than High schl                                        1.3

                1       24.2     26.3     11.5     14.8     275
  Had Some High schl                                        18.6

                2       43.0     40.2     31.9     38.7     575
  Is a High Schl grad                                       39.0

                3       18.1     20.6     27.4     24.5     332
  Had Some College                                          22.5

                4       13.2     11.3     27.8     21.2     274
  Is a College Grad                                         18.6

           Column        463      194      270      548    1475
            Total       31.4     13.2     18.3     37.2   100.0

      Chi-Square                     Value           DF            Significance
--------------------            -----------         ----            -----------
Pearson                           67.05649            12                 .00000
--------------------------------------------------------------------------------
```

46.20

```
Page  6     GRADE EIGHT                                     9/26/91

POPED       Education of (Step)Father
                                                         Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Less Than High Schl                0        32       1.3      3.1      3.1
Had Some High Schl                 1       145       5.8     13.9     16.9
Is a High Schl Grad                2       425      17.1     40.7     57.6
Had Some College                   3       190       7.6     18.2     75.8
Is a College Grad                  4       253      10.2     24.2    100.0
                                   .       717      28.9   Missing
                                   9       723      29.1   Missing
                                       -------   -------  -------
                               Total      2485     100.0    100.0

Valid cases     1045      Missing cases    1440
------------------------------------------------------------------------------

POPED  by  GROUP

                    GROUP
            Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                          1        2        3        4   Total
POPED
                  0    4.2      2.2      2.4      2.7       32
  Less Than High schl                                       3.1

                  1   14.4     17.0     11.2     13.7      145
  Had Some High schl                                       13.9

                  2   44.1     37.8     37.9     40.2      425
  Is a High Schl grad                                      40.7

                  3   15.9     22.2     18.0     18.9      190
  Had Some College                                         18.2

                  4   21.3     20.7     30.6     24.5      253
  Is a College Grad                                        24.2

            Column     333      135      206      371     1045
             Total    31.9     12.9     19.7     35.5    100.0

      Chi-Square                 Value          DF          Significance
--------------------          -----------      ----         -----------
Pearson                        13.53284         12             .33153
------------------------------------------------------------------------------
```

46.21

```
Page   7   GRADE EIGHT                                          9/26/91

HOME       Type of Housing
                                                         Valid     Cum
                              Value  Frequency  Percent  Percent  Percent

House                            0       1018     41.0     56.6     56.6
Apt. Build. or Flat              1        743     29.9     41.3     97.9
Project                          2         37      1.5      2.1    100.0
                                 .        666     26.8  Missing
                                 9         21       .8  Missing
                                      -------  -------  -------
                             Total       2485    100.0    100.0

Valid cases     1798       Missing cases     687
-----------------------------------------------------------------------------

HOME  by  GROUP

                     GROUP
           Col Pct
                     Non Inte Integrat Magnet   Transfer
                     grated   ed                          Row
                          1        2        3        4    Total
HOME
                  0    58.1     38.2     57.7     61.7     1018
  House                                                    56.6

                  1    40.4     58.9     39.6     36.4      743
  Apt. Build. or Flat                                      41.3

                  2     1.5      2.9      2.7      1.9       37
  Project                                                   2.1

            Column      594      241      331      632     1798
             Total     33.0     13.4     18.4     35.2    100.0

      Chi-Square                    Value            DF             Significance
--------------------          -----------          ----             -----------
Pearson                         42.28172             6                   .00000
-----------------------------------------------------------------------------
```

46.22

```
Page  1      GRADE TEN                                           9/26/91

AGE          Age in Months

By levels of    GROUP

                                               Mean     Std Dev     Cases

For Entire Population                        198.4600   11.8129      2350

GROUP              1  Non Integrated         201.3686   11.8161       681
GROUP              2  Integrated             201.7238   11.0243       362
GROUP              3  Magnet                 194.3589   13.0810       443
GROUP              4  Transfer               196.9028   10.4463       864

  Total Cases =     2353
Missing Cases =        3 OR    .1 PCT.
-----------------------------------------------------------------------------

Criterion Variable AGE

                              Analysis of Variance

                              Sum of                  Mean
Source                       Squares        D.F.     Square         F      Sig.

Between Groups              19163.1112        3    6387.7037   48.5559   .0000

Within Groups              308624.6288     2346     131.5536

                      Eta =  .2418    Eta Squared =  .0585
------------------------------------------------------------------------------
```

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46.23

```
Page   2    GRADE TEN                                                 9/26/91

SEX
                                                        Valid     Cum
                           Value  Frequency  Percent  Percent  Percent

Male                           0       1125     47.8     47.8     47.8
Female                         1       1228     52.2     52.2    100.0
                                    -------  -------  -------
                           Total       2353    100.0    100.0

Valid cases     2353      Missing cases       0
-------------------------------------------------------------------------------

SEX  by  GROUP

                   GROUP
          Col Pct
                   Non Inte Integrat Magnet   Transfer
                   grated   ed                          Row
                          1        2        3        4  Total
SEX
                0      48.6     50.1     46.7     46.8   1125
  Male                                                   47.8

                1      51.4     49.9     53.3     53.2   1228
  Female                                                 52.2

           Column       681      363      445      864   2353
            Total      28.9     15.4     18.9     36.7  100.0

      Chi-Square                  Value            DF              Significance
--------------------          -----------         ----              -----------
Pearson                           1.54663            3                 .67155
-------------------------------------------------------------------------------
```

46.24

```
Page   3    GRADE TEN                                           9/26/91

LUNCH       Eligible for Free or Reduced Lunch
                                                         Valid     Cum
Value Label                    Value  Frequency  Percent  Percent  Percent

Yes                                0        604     25.7     58.6     58.6
No                                 1        426     18.1     41.4    100.0
                                   .       1323     56.2  Missing
                                        -------  -------  -------
                               Total       2353    100.0    100.0

Valid cases     1030      Missing cases    1323
-------------------------------------------------------------------------------

LUNCH  by  GROUP

                GROUP
        Col Pct
                Non Inte Integrat Magnet   Transfer
                grated   ed                          Row
                       1        2        3        4  Total
LUNCH
              0     58.4     77.5     50.8     58.4    604
   Yes                                                  58.6

              1     41.6     22.5     49.2     41.6    426
   No                                                   41.4

         Column      202       89      193      546   1030
          Total     19.6      8.6     18.7     53.0   100.0

       Chi-Square                   Value             DF             Significance
--------------------          -----------           ----              -----------
Pearson                          18.02594              3                   .00043
-------------------------------------------------------------------------------
```

```
Page  4     GRADE TEN                                          9/26/91

RESIDE      With Whom Live
                                                        Valid     Cum
                            Value  Frequency  Percent  Percent  Percent

Both Parents                    0       340     14.4     27.0     27.0
(Step)Father                    1        39      1.7      3.1     30.2
(Step)Mother                    2       699     29.7     55.6     85.8
Grandparents                    3        93      4.0      7.4     93.2
Other Relative                  4        36      1.5      2.9     96.0
Other                           5        42      1.8      3.3     99.4
                                9         8       .3       .6    100.0
                                .      1096     46.6  Missing
                                    -------  -------  -------
                            Total      2353    100.0    100.0

Valid cases    1257      Missing cases   1096
------------------------------------------------------------------------------

RESIDE  by  GROUP

                   GROUP
           Col Pct
                   Non Inte Integrat Magnet   Transfer
                   grated   ed                          Row
                          1        2        3        4  Total
RESIDE
                0    24.1     21.2     26.3     29.7     340
  Both Parents                                           27.0

                1     3.0      5.3      3.9      2.4      39
  (Step)Father                                            3.1

                2    59.3     59.3     54.5     53.8     699
  (Step)Mother                                           55.6

                3     5.6      8.8      8.2      7.6      93
  Grandparents                                            7.4

                4     4.4      2.7      3.5      1.9      36
  Other Relative                                          2.9

                5     3.3      2.7      2.7      3.7      42
  Other                                                   3.3

                9      .4                .8       .8       8
                                                           .6

           Column     270      113      255      619    1257
            Total    21.5      9.0     20.3     49.2   100.0

      Chi-Square                    Value             DF           Significance
--------------------          -----------           ----           -----------
Pearson                          17.13039             18                 .51416
------------------------------------------------------------------------------
```

46.26

```
Page   5      GRADE TEN                                            9/26/91

MOMED        Education of (Step)Mother
                                                           Valid     Cum
                                Value  Frequency  Percent  Percent  Percent

Less Than High Schl               0          26      1.1      2.3      2.3
Had Some High Schl                1         196      8.3     17.5     19.8
Is a High Schl Grad               2         385     16.4     34.3     54.1
Had Some College                  3         306     13.0     27.3     81.4
Is a College Grad                 4         208      8.8     18.6    100.0
                                  .        1112     47.3  Missing
                                  9         120      5.1  Missing
                                        -------  -------  -------
                              Total        2353    100.0    100.0

Valid cases     1121        Missing cases    1232
----------------------------------------------------------------------------

MOMED  by  GROUP

                          GROUP
                Col Pct
                          Non Inte Integrat Magnet    Transfer
                          grated   ed                           Row
                                 1        2        3        4   Total
MOMED
                      0      3.9      3.1       .9      2.1       26
  Less Than High schl                                             2.3

                      1     20.6     25.0     14.8     16.0      196
  Had Some High schl                                             17.5

                      2     39.5     39.6     25.8     34.8      385
  Is a High Schl grad                                            34.3

                      3     21.0     16.7     34.5     28.8      306
  Had Some College                                               27.3

                      4     15.0     15.6     24.0     18.3      208
  Is a College Grad                                              18.6

                 Column      233       96      229      563     1121
                  Total     20.8      8.6     20.4     50.2    100.0

     Chi-Square                    Value             DF             Significance
--------------------            -----------          ----            -----------
Pearson                          36.18799            12                .00030
----------------------------------------------------------------------------
```

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46.27

```
Page  6     GRADE TEN                                               9/26/91

POPED       Education of (Step)Father
                                                        Valid     Cum
                             Value  Frequency   Percent  Percent  Percent

Less Than High Schl             0         32    1.4        3.6      3.6
Had Some High Schl              1        126    5.4       14.1     17.7
Is a High Schl Grad             2        375   15.9       42.0     59.7
Had Some College                3        183    7.8       20.5     80.2
Is a College Grad               4        177    7.5       19.8    100.0
                                .       1145   48.7    Missing
                                9        315   13.4    Missing
                                     -------  -------  -------
                            Total       2353  100.0      100.0

Valid cases     893      Missing cases   1460
------------------------------------------------------------------------------

POPED  by  GROUP

                    GROUP
           Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                         1        2        3        4    Total
POPED
                0      2.8      4.1      6.3      2.8        32
  Less Than High schl                                        3.6

                1     18.8     20.5     12.5     12.0       126
  Had Some High schl                                        14.1

                2     48.3     28.8     39.2     42.7       375
  Is a High Schl grad                                       42.0

                3     13.6     21.9     18.2     23.7       183
  Had Some College                                          20.5

                4     16.5     24.7     23.9     18.8       177
  Is a College Grad                                         19.8

            Column     176       73      176      468       893
             Total      19.7       8.2     19.7     52.4    100.0

      Chi-Square                  Value           DF              Significance
--------------------          -----------        ----              -----------
Pearson                         26.93216          12                  .00790
------------------------------------------------------------------------------
```

46.28

```
Page  7   GRADE TEN                                          9/26/91

HOME      Type of Housing
                                                        Valid     Cum
                              Value  Frequency  Percent  Percent  Percent

House                           0       781      33.2     63.2     63.2
Apt. Build. or Flat             1       435      18.5     35.2     98.5
Project                         2        19        .8      1.5    100.0
                                .      1100      46.7   Missing
                                9        18        .8   Missing
                                      -------  -------  -------
                              Total    2353     100.0    100.0

Valid cases    1235      Missing cases   1118
-------------------------------------------------------------------------------

HOME  by  GROUP

                    GROUP
          Col Pct
                    Non Inte Integrat Magnet   Transfer
                    grated   ed                          Row
                          1        2        3        4   Total
HOME
                0     63.5     50.0     63.7     65.4     781
  House                                                    63.2

                1     36.5     48.2     33.5     32.9     435
  Apt. Build. or Flat                                      35.2

                2              1.8      2.9      1.6      19
  Project                                                   1.5

          Column       271      112      245      607    1235
           Total      21.9      9.1     19.8     49.1   100.0

      Chi-Square                  Value          DF            Significance
--------------------          -----------       ----            -----------
Pearson                        17.19673           6                .00859
-------------------------------------------------------------------------------
```

APPENDIX SIX

ANALYSIS OF ACHIEVEMENT SCORES

WITH AND WITHOUT ADJUSTMENT

1991

NOTES TO HELP INTERPRET THE DATA IN APPENDIX SIX

All analyses are conducted within a specific grade level. As the reader looks at the statistical analysis, he or she will see that the organization of each analysis has all results for 4th grade presented first, 6th grade second, 8th grade third, and finally 10th grade. The first set of analyses involves the performance achievement levels of the students in each group at each grade level. First are attached the Stanford reading data, then the writing assessment results, and finally are the Stanford mathematics data for each grade. Each page of data is for a different dependent variable and is organized as described in the following comments.

1. The top of each page contains the mean, standard deviation and number of cases for the total sample and for each of the four groups. The first group for all analyses is always the non-integrated students, the second the integrated students, the third the magnet program students and, finally, the transfer students are always the fourth group. Immediately under this basic information is included the total number of students in this analysis and the number of missing cases.

2. The next section of data on each page of these tables concerns the significance tests for the differences between the four groups. The reader will see that the test is provided for the raw data and for each corrected (adjusted) data set. Each achievement score was corrected in five different ways, as explained above in Chapter II, section C and also indicated on these tables.

Observation: Nearly all statistical tests are significant, despite the varying sample sizes. This is true even in the case of the adjusted analyses. Five non-significant results were obtained at 10th grade, and two at 4th grade. With the exception of one of these, they all occur with the V adjustment. This is the one based on the smallest sample size.

3. In the same section of the tables are additional columns for proportion of variance in student performance explained by the grouping variable (i.e., non-integrated, integrated, magnet, and transfer groups) and the covariates (adjusting variables). In other words, each proportion tells you how good an explanation you have of the data at which you are looking. As indicated in footnotes to these three columns, the data provide, first, an indication of the explanatory power of the covariates (adjusting variables), second, the explanatory power of the group information after

using the covariates, and, finally, the explanatory power of just the group information by itself.

Observations:

a. In every case, the fifth combination of covariates (using nearly all the pre-transfer information) provides the most explanatory power in the attempt to understand the differences between all the students. In other words, if you wanted to guess the score that a student would receive, this combination of variables would allow you to guess more correctly than any other combination of variables that we studied. This analysis, unfortunately, is also based upon the least number of students due to missing data.

b. The group identification (where the student is going to school) provides very little explanatory power, even though statistically significant differences exist. In other words, guessing a student's score from knowledge of which of the four groups he or she were in, would be very inaccurate.

c. Prior intelligence measured by the COGAT provides more explanatory power than the prior achievement information and nearly as much as all the information combined. In other words, your guess about an achievement score would be much better using these data. One reason for this may be that a measure of intelligence is often most reliable of the set of covariates available.

4. The last part of the table contains the means for the four groups after adjustment for each combination of covariates. These are the means that would be predicted to exist if all students were equal to each other on each of the covariates. For example, for covariance analysis IV, we are assuming that all the students have the same level of intelligence. A comparison of these means to those at the top of the page shows the differences between the raw data and the adjusted data.

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Summaries of TREADS Stanford Total Reading
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		594.8277	30.6582	3052
GROUP	1 Non Integrated	593.4262	29.1216	1511
GROUP	2 Integrated	589.8085	27.8850	658
GROUP	3 Magnet	611.5825	37.3362	309
GROUP	4 Transfer	595.2509	30.7134	574

Total Cases = 3334
Missing Cases = 282 OR 8.5 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	39.146	.000	N/A	N/A	.037
ANCOVA[e]					
CTBRD[f]	19.098	.000	.197	.020	
CTBBAT[g]	16.290	.000	.234	.018	
SES[h]	10.640	.000	.018	.037	
COGNV[i] & COGV[j] & COGQ[k]	9.852	.000	.469	.007	
CTBBAT & SES & COGNV & COGV & COGQ	4.684	.003	.521	.013	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	593.287	592.753	599.139	595.975	600.323
GP 2 Integrated	591.947	590.963	594.189	593.155	596.823
GP 3 Magnet	605.127	604.053	614.629	599.715	598.603
GP 4 Transfer	589.947	590.563	595.699	589.005	587.373

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of VOCABS Stanford Vocabulary
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			595.9504	33.1536	3062
GROUP	1	Non Integrated	595.1785	33.1403	1513
GROUP	2	Integrated	590.3107	29.4726	663
GROUP	3	Magnet	611.8835	38.3315	309
GROUP	4	Transfer	595.9220	31.6208	577

Total Cases = 3334
Missing Cases = 272 OR 8.2 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	31.364	.000	N/A	N/A	.030
ANCOVA[e]					
CTBRD[f]	14.172	.000	.150	.015	
CTBBAT[g]	11.048	.000	.176	.013	
SES[h]	8.968	.000	.013	.032	
COGNV[i] & COGV[j] & COGQ[k]	8.245	.000	.370	.007	
CTBBAT & SES & COGNV & COGV & COGQ	2.135	.095	.449	.007	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	595.153	594.726	599.969	597.585	601.187
GP 2 Integrated	592.423	591.316	595.769	593.785	598.577
GP 3 Magnet	605.493	604.216	615.049	600.515	598.467
GP 4 Transfer	590.803	592.066	596.779	589.745	591.347

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.3

Summaries of COMPRS Stanford Comprehension
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			594.1317	34.9795	3059
GROUP	1	Non Integrated	592.4336	32.8734	1513
GROUP	2	Integrated	589.1184	32.4274	659
GROUP	3	Magnet	612.4790	42.4671	309
GROUP	4	Transfer	594.4844	35.6982	578

Total Cases = 3334
Missing Cases = 275 OR 8.2 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	35.200	.000	N/A	N/A	.033
ANCOVA[e]					
CTBRD[f]	16.931	.000	.177	.018	
CTBBAT[g]	14.927	.000	.210	.017	
SES[h]	9.902	.000	.017	.035	
COGNV[i] & COGV[j] & COGQ[k]	7.370	.000	.418	.006	
CTBBAT & SES & COGNV & COGV & COGQ	5.037	.002	.457	.016	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	592.268	591.672	598.866	595.215	600.090
GP 2 Integrated	591.728	590.792	593.166	592.865	595.610
GP 3 Magnet	605.498	604.532	615.636	599.515	599.220
GP 4 Transfer	589.008	589.212	595.056	588.025	584.130

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.4

Summaries of WRTSC Writing Assessment Score
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		2.6447	.8065	2934
GROUP	1 Non Integrated	2.6300	.7827	1412
GROUP	2 Integrated	2.5747	.7630	616
GROUP	3 Magnet	2.9918	.9508	306
GROUP	4 Transfer	2.5742	.7822	600

Total Cases = 3334
Missing Cases = 400 OR 12.0 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	22.620	.000	N/A	N/A	.023
ANCOVA[e]					
CTBRD[f]	12.796	.000	.133	.014	
CTBBAT[g]	7.184	.000	.162	.009	
SES[h]	9.238	.000	.024	.032	
COGNV[i] & COGV[j] & COGQ[k]	4.574	.003	.262	.004	
CTBBAT & SES & COGNV & COGV & COGQ	4.939	.002	.290	.020	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	2.644	2.631	2.718	2.685	2.767
GP 2 Integrated	2.644	2.631	2.558	2.655	2.667
GP 3 Magnet	2.874	2.851	3.058	2.765	2.757
GP 4 Transfer	2.504	2.731	2.608	2.515	2.337

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.5

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		599.8565	33.4458	3004
GROUP	1 Non Integrated	599.5480	32.3129	1480
GROUP	2 Integrated	596.8083	32.4536	652
GROUP	3 Magnet	617.6948	40.2998	308
GROUP	4 Transfer	594.4486	30.0982	564

Total Cases = 3334
Missing Cases = 330 OR 9.9 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	37.270	.000	N/A	N/A	.036
ANCOVA[e]					
CTBMAT[f]	20.756	.000	.203	.022	
CTBBAT[g]	16.514	.000	.231	.017	
SES[h]	12.567	.000	.020	.043	
COGNV[i] & COGV[j] & COGQ[k]	10.897	.000	.429	.008	
CTBBAT & SES & COGNV & COGV & COGQ	4.505	.004	.448	.014	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	598.697	598.863	604.423	601.895	606.758
GP 2 Integrated	597.557	598.783	601.283	599.495	604.208
GP 3 Magnet	612.427	610.833	620.413	605.325	605.778
GP 4 Transfer	593.387	593.363	595.413	591.725	590.838

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.6

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Summaries of       CNCPTS     Stanford Concept of Numbers
By levels of       GROUP

                                                 Mean      Std Dev     Cases

For Entire Population                          602.8837    34.1183     3052

GROUP              1  Non Integrated           602.0549    32.5176     1511
GROUP              2  Integrated               599.3116    34.4897      658
GROUP              3  Magnet                   619.2987    40.1617      308
GROUP              4  Transfer                 600.3565    31.8443      575

  Total Cases =     3334
Missing Cases =      282 OR    8.5 PCT.
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	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	28.256	.000	N/A	N/A	.027
ANCOVA[e]					
CTBMAT[f]	15.495	.000	.177	.017	
CTBBAT[g]	11.800	.000	.200	.013	
SES[h]	8.179	.000	.017	.028	
COGNV[i] & COGV[j] & COGQ[k]	5.542	.001	.370	.004	
CTBBAT & SES & COGNV & COGV & COGQ	2.233	.083	.399	.008	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	601.483	601.674	607.301	604.470	608.556
GP 2 Integrated	600.213	601.324	603.831	602.340	605.816
GP 3 Magnet	614.503	613.064	621.541	607.530	609.396
GP 4 Transfer	598.893	598.874	601.951	597.330	597.706

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.7

Summaries of COMPUTS Stanford Math Computations
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			604.6070	42.8435	3046
GROUP	1	Non Integrated	605.2852	42.0488	1504
GROUP	2	Integrated	601.7852	42.8450	661
GROUP	3	Magnet	622.5714	50.9901	308
GROUP	4	Transfer	596.4258	36.8889	573

Total Cases = 3334
Missing Cases = 288 OR 8.6 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	26.759	.000	N/A	N/A	.026
ANCOVA[e]					
CTBMAT[f]	12.997	.000	.131	.015	
CTBBAT[g]	10.899	.000	.143	.013	
SES[h]	10.236	.000	.006	.035	
COGNV[i] & COGV[j] & COGQ[k]	8.122	.000	.261	.007	
CTBBAT & SES & COGNV & COGV & COGQ	4.266	.005	.287	.017	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	604.459	604.667	609.580	607.942	612.417
GP 2 Integrated	602.959	604.207	606.230	604.282	609.277
GP 3 Magnet	617.179	615.707	626.750	610.052	612.537
GP 4 Transfer	595.219	595.177	597.890	593.842	590.217

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of       MATHAPS    Stanford Math Applications
By levels of       GROUP

                                                Mean     Std Dev    Cases

For Entire Population                         592.7673   39.9479     3021

GROUP              1  Non Integrated          591.9631   38.8152     1489
GROUP              2  Integrated              589.5671   36.0569      656
GROUP              3  Magnet                  614.2751   46.2718      309
GROUP              4  Transfer                586.8607   39.7908      567

  Total Cases =     3334
Missing Cases =      313 OR    9.4 PCT.
------------------------------------------------------------------------------


------------------------------------------------------------------------------
                                          F          P   COV.R2a  GCOV.R2b  R2c
------------------------------------------------------------------------------
ANOVAd                                 36.861      .000   N/A        N/A   .0354
ANCOVAe
  CTBMATf                              20.183      .000  .185       .022
  CTBBATg                              15.909      .000  .219       .017
  SESh                                 11.161      .000  .028       .038
  COGNVi & COGVj & COGQk                9.344      .000  .414       .007
  CTBBAT & SES & COGNV & COGV & COGQ    3.071      .027  .437       .010
------------------------------------------------------------------------------
a. COV.R2 = proportion of variance explained by covariate(s);
b. GCOV.R2 = proportion of variance explained by groups after covariate(s);
c. R2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.


------------------------------------------------------------------------------
                          Ia         IIb        IIIc        IVd        Ve
------------------------------------------------------------------------------
GP 1 Non Integrated     591.015     591.167     597.919     594.575   601.064
GP 2 Integrated         590.215     591.707     595.279     592.855   599.164
GP 3 Magnet             608.065     606.077     616.309     599.935   597.544
GP 4 Transfer           586.435     586.427     587.609     584.175   585.004
------------------------------------------------------------------------------
a.      I = adjusted mean after (Covariate = CTBMAT);
b.      II = adjusted mean after (Covariate = CTBBAT);
c.      III = adjusted mean after (Covariate = SES);
d.      IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e.      V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).
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47.9

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Summaries of TREADS Stanford Total Reading
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		628.1116	27.0335	2661
GROUP	1 Non Integrated	625.4496	24.6282	1132
GROUP	2 Integrated	624.3077	24.9379	494
GROUP	3 Magnet	644.6400	30.4771	400
GROUP	4 Transfer	625.4047	26.6902	635

Total Cases = 2962
Missing Cases = 301 OR 10.2 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	63.001	.000	N/A	N/A	.066
ANCOVA[e]					
CTBRD[f]	44.300	.000	.257	.045	
CTBBAT[g]	38.476	.000	.304	.039	
SES[h]	18.852	.000	.001	.071	
COGNV[i] & COGV[j] & COGQ[k]	19.292	.000	.478	.017	
CTBBAT & SES & COGNV & COGV & COGQ	6.295	.000	.504	.021	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	627.676	627.437	630.271	629.438	634.533
GP 2 Integrated	628.116	627.747	630.711	629.068	633.853
GP 3 Magnet	639.886	639.137	649.781	635.618	637.353
GP 4 Transfer	621.866	622.307	628.731	620.948	622.233

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ

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Summaries of        VOCABS     Stanford Vocabulary
By levels of        GROUP

                                               Mean      Std Dev     Cases

For Entire Population                        632.2615    31.4985      2669

GROUP               1  Non Integrated        631.0256    31.6386      1134
GROUP               2  Integrated            626.8081    28.4482       495
GROUP               3  Magnet                647.9352    33.2862       401
GROUP               4  Transfer              628.8435    29.2947       639

  Total Cases =      2962
Missing Cases =       293 OR    9.9 PCT.
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	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	43.079	.000	N/A	N/A	.046
ANCOVA[e]					
CTBRD[f]	30.079	.000	.181	.034	
CTBBAT[g]	25.381	.000	.198	.030	
SES[h]	11.340	.000	.000	.044	
COGNV[i] & COGV[j] & COGQ[k]	9.184	.000	.349	.010	
CTBBAT & SES & COGNV & COGV & COGQ	3.575	.014	.369	.015	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	633.551	633.239	635.749	635.840	640.394
GP 2 Integrated	629.971	629.629	633.809	631.400	636.694
GP 3 Magnet	643.311	642.749	651.329	638.520	639.784
GP 4 Transfer	625.191	625.549	632.059	626.780	627.054

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of COMPRS Stanford Comprehension
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			625.4848	29.6473	2669
GROUP	1	Non Integrated	621.8705	26.5333	1135
GROUP	2	Integrated	622.8644	27.0273	494
GROUP	3	Magnet	642.9825	33.0867	401
GROUP	4	Transfer	622.9499	30.7584	639

Total Cases = 2962
Missing Cases = 293 OR 9.9 PCT.

	F	P	COV.R^2_a	GCOV.R^2_b	R^2_c
ANOVA$_d$	58.590	.000	N/A	N/A	.062
ANCOVA$_e$					
CTBRD$_f$	39.242	.000	.229	.041	
CTBBAT$_g$	34.306	.000	.286	.036	
SES$_h$	19.136	.000	.001	.072	
COGNV$_i$ & COGV$_j$ & COGQ$_k$	22.183	.000	.429	.022	
CTBBAT & SES & COGNV & COGV & COGQ	6.270	.000	.482	.022	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I$_a$	II$_b$	III$_c$	IV$_d$	V$_e$
GP 1 Non Integrated	624.048	623.859	626.944	625.605	631.165
GP 2 Integrated	627.188	626.799	628.834	627.935	632.335
GP 3 Magnet	638.098	637.189	649.344	633.985	635.855
GP 4 Transfer	619.408	619.919	626.654	616.635	619.075

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of WRTSC Writing Assessment Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			2.5448	.6481	2498
GROUP	1	Non Integrated	2.4904	.6175	994
GROUP	2	Integrated	2.4911	.6150	449
GROUP	3	Magnet	2.8394	.6449	383
GROUP	4	Transfer	2.4933	.6717	672

Total Cases = 2962
Missing Cases = 464 OR 15.7 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	32.324	.000	N/A	N/A	.037
ANCOVA[e]					
CTBRD[f]	21.489	.000	.125	.026	
CTBBAT[g]	17.772	.000	.145	.023	
SES[h]	14.173	.000	.001	.055	
COGNV[i] & COGV[j] & COGQ[k]	8.570	.000	.182	.012	
CTBBAT & SES & COGNV & COGV & COGQ	3.715	.012	.199	.020	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	2.531	2.533	2.509	2.550	2.609
GP 2 Integrated	2.551	2.553	2.519	2.550	2.589
GP 3 Magnet	2.781	2.773	2.909	2.720	2.799
GP 4 Transfer	2.461	2.473	2.529	2.500	2.489

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of     TMATHS     Stanford Total Mathematics
By levels of     GROUP

                                          Mean      Std Dev      Cases

For Entire Population                   639.2226    29.1294      2650

GROUP            1  Non Integrated      638.3860    27.0754      1114
GROUP            2  Integrated          637.8310    26.8727       497
GROUP            3  Magnet              655.0779    35.4292       398
GROUP            4  Transfer            631.9111    26.1980       641

  Total Cases =    2962
Missing Cases =     312 OR  10.5 PCT.
------------------------------------------------------------------------


------------------------------------------------------------------------
                                        F          P   COV.R2a  GCOV.R2b  R2c
------------------------------------------------------------------------
ANOVAd                                56.830      .000   N/A         N/A  .061
ANCOVAe
  CTBMATf                             51.998      .000  .295        .047
  CTBBATg                             48.636      .000  .296        .044
  SESh                                30.568      .000  .004        .105
  COGNVi & COGVj & COGQk              25.785      .000  .396        .024
  CTBBAT & SES & COGNV & COGV & COGQ  9.392      .000  .473        .030
-------------------------------------------------------------------------
a. COV.R2 = proportion of variance explained by covariate(s);
b. GCOV.R2 = proportion of variance explained by groups after covariate(s);
c. R2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.


-------------------------------------------------------------------------
                        Ia          IIb         IIIc        IVd        Ve
-------------------------------------------------------------------------
GP 1 Non Integrated   639.823     640.096     641.514     641.126   645.801
GP 2 Integrated       640.163     641.056     642.304     642.226   645.821
GP 3 Magnet           649.533     648.446     663.544     646.746   651.791
GP 4 Transfer         628.413     628.266     634.594     626.536   630.941
-------------------------------------------------------------------------
a.      I = adjusted mean after (Covariate = CTBMAT);
b.      II = adjusted mean after (Covariate = CTBBAT);
c.      III = adjusted mean after (Covariate = SES);
d.      IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e.      V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).
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47.14

Summaries of CNCPTS Stanford Concept of Numbers
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		635.9929	33.6562	2672
GROUP	1 Non Integrated	631.1588	31.5764	1127
GROUP	2 Integrated	635.4271	30.8868	501
GROUP	3 Magnet	653.9177	41.1959	401
GROUP	4 Transfer	633.7278	30.2731	643

Total Cases = 2962
Missing Cases = 290 OR 9.8 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	49.210	.000	N/A	N/A	.052
ANCOVA[e]					
CTBMAT[f]	29.503	.000	.272	.028	
CTBBAT[g]	26.232	.000	.275	.025	
SES[h]	21.810	.000	.002	.077	
COGNV[i] & COGV[j] & COGQ[k]	16.853	.000	.399	.016	
CTBBAT & SES & COGNV & COGV & COGQ	3.745	.011	..457	.013	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	632.887	633.136	635.925	634.292	640.961
GP 2 Integrated	638.007	639.036	641.795	640.172	645.581
GP 3 Magnet	647.707	646.636	662.695	644.522	649.611
GP 4 Transfer	630.977	630.796	635.875	631.292	635.801

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.15

Summaries of COMPUTS Stanford Math Computations
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			652.0778	39.2400	2672
GROUP	1	Non Integrated	657.6059	40.1341	1124
GROUP	2	Integrated	650.1657	38.7781	501
GROUP	3	Magnet	661.9175	41.6712	400
GROUP	4	Transfer	637.8717	31.8101	647

Total Cases = 2962
Missing Cases = 290 OR 9.8 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	46.770	.000	N/A	N/A	.050
ANCOVA[e]					
CTBMAT[f]	50.855	.000	.129	.057	
CTBBAT[g]	50.513	.000	.123	.057	
SES[h]	22.021	.000	.001	.078	
COGNV[i] & COGV[j] & COGQ[k]	20.892	.000	.143	.028	
CTBBAT & SES & COGNV & COGV & COGQ	7.213	.000	.203	.036	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	659.646	659.883	659.794	660.709	663.747
GP 2 Integrated	652.936	653.553	651.434	654.389	654.927
GP 3 Magnet	656.796	655.793	671.554	655.339	662.037
GP 4 Transfer	634.166	634.063	640.464	634.349	636.767

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

```
Summaries of      MATHAPS   Stanford Math Applications
By levels of      GROUP

                                             Mean      Std Dev     Cases

For Entire Population                      625.9790    34.8226      2661

GROUP              1  Non Integrated       621.4200    32.0070      1119
GROUP              2  Integrated           624.9317    31.7682       498
GROUP              3  Magnet               647.7444    38.3454       399
GROUP              4  Transfer             621.2326    34.4899       645

  Total Cases =     2962
Missing Cases =      301 OR  10.2 PCT.
```

	F	P	$COV.R^2_a$	$GCOV.R^2_b$	R^2_c
$ANOVA_d$	67.160	.000	N/A	N/A	.071
$ANCOVA_e$					
$CTBMAT_f$	54.876	.000	.275	.051	
$CTBBAT_g$	50.318	.000	.286	.046	
SES_h	28.194	.000	.009	.097	
$COGNV_i$ & $COGV_j$ & $COGQ_k$	41.165	.000	.411	.036	
CTBBAT & SES & COGNV & COGV & COGQ	9.896	.000	.461	.033	

a. $COV.R^2$ = proportion of variance explained by covariate(s);
b. $GCOV.R^2$ = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I_a	II_b	III_c	IV_d	V_e
GP 1 Non Integrated	623.066	623.443	626.170	624.684	630.527
GP 2 Integrated	627.476	628.693	631.260	630.154	635.167
GP 3 Magnet	641.646	640.383	655.250	637.384	640.657
GP 4 Transfer	616.736	616.543	624.550	610.314	617.197

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of     TREADS    Stanford Total Reading
By levels of     GROUP

                                                Mean      Std Dev     Cases

For Entire Population                         654.4259    26.8328     2205

GROUP            1  Non Integrated            652.3642    24.8995      810
GROUP            2  Integrated                649.5198    25.4884      329
GROUP            3  Magnet                    668.3277    27.5696      415
GROUP            4  Transfer                  650.6083    26.5010      651

  Total Cases =    2485
Missing Cases =     280 OR  11.3 PCT.
```

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	49.898	.000	N/A	N/A	.064
ANCOVA[e]					
CTBRD[f]	27.924	.000	.411	.027	
CTBBAT[g]	21.479	.000	.409	.022	
SES[h]	22.476	.000	.018	.077	
COGNV[i] & COGV[j] & COGQ[k]	65.851	.000	.463	.059	
CTBBAT & SES & COGNV & COGV & COGQ	29.663	.000	.523	.063	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	654.920	654.214	660.110	658.343	663.609
GP 2 Integrated	654.890	654.244	653.420	658.703	662.039
GP 3 Magnet	663.050	662.324	674.260	662.013	666.789
GP 4 Transfer	650.430	651.054	655.450	644.053	649.679

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of       VOCABS     Stanford Vocabulary
By levels of       GROUP

                                              Mean       Std Dev      Cases

For Entire Population                       661.6079     30.7370      2211

GROUP              1  Non Integrated        660.0025     29.1033       812
GROUP              2  Integrated            655.9758     28.6884       330
GROUP              3  Magnet                675.3774     32.9677       416
GROUP              4  Transfer              657.6784     29.7655       653

  Total Cases =    2485
Missing Cases =     274 OR  11.0 PCT.
------------------------------------------------------------------------------


------------------------------------------------------------------------------
                                        F          P    COV.R2a  GCOV.R2b  R2c
------------------------------------------------------------------------------
ANOVAd                               37.597      .000    N/A        N/A   .049
ANCOVAe
  CTBRDf                             18.176      .000   .343       .020
  CTBBATg                            14.075      .000   .331       .016
  SESh                               15.331      .000   .011       .054
  COGNVi & COGVj & COGQk             51.844      .000   .388       .054
  CTBBAT & SES & COGNV & COGV & COGQ27.944      .000   .458       .068
-------------------------------------------------------------------------------
a. COV.R2 = proportion of variance explained by covariate(s);
b. GCOV.R2 = proportion of variance explained by groups after covariate(s);
c. R2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.


-------------------------------------------------------------------------------
                         Ia          IIb         IIIc         IVd          Ve
-------------------------------------------------------------------------------
GP 1 Non Integrated    663.371     662.705     669.842     666.933     674.443
GP 2 Integrated        662.301     661.495     661.552     666.173     671.403
GP 3 Magnet            669.391     668.795     680.372     668.643     671.803
GP 4 Transfer          657.171     657.535     662.512     649.833     654.973
-------------------------------------------------------------------------------
a.     I = adjusted mean after (Covariate = CTBRD);
b.     II = adjusted mean after (Covariate = CTBBAT);
c.     III = adjusted mean after (Covariate = SES);
d.     IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e.     V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).
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Summaries of        COMPRS      Stanford Comprehension
By levels of        GROUP

                                                  Mean      Std Dev     Cases

For Entire Population                           649.9760    28.8029      2211

GROUP               1  Non Integrated           647.7549    27.0382       812
GROUP               2  Integrated               645.4164    26.8259       329
GROUP               3  Magnet                   664.7325    29.0447       415
GROUP               4  Transfer                 645.6702    28.7853       655

  Total Cases =      2485
Missing Cases =       274 OR   11.0 PCT.
------------------------------------------------------------------------------


------------------------------------------------------------------------------
                                          F          P    COV.R2a  GCOV.R2b  R2c
------------------------------------------------------------------------------
ANOVAd                                 48.482      .000    N/A          N/A   .062
ANCOVAe
  CTBRDf                               26.552      .000   .349          .028
  CTBBATg                              20.803      .000   .356          .023
  SESh                                 23.701      .000   .019          .081
  COGNVi & COGVj & COGQk               47.579      .000   .386          .050
  CTBBAT & SES & COGNV & COGV & COGQ20.557      .000   .435          .054
-------------------------------------------------------------------------------
a. COV.R2 = proportion of variance explained by covariate(s);
b. GCOV.R2 = proportion of variance explained by groups after covariate(s);
c. R2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.


-------------------------------------------------------------------------------
                             Ia          IIb         IIIc        IVd        Ve
-------------------------------------------------------------------------------
GP 1 Non Integrated       649.866     649.104     654.200     653.240   656.913
GP 2 Integrated           650.406     649.874     648.410     654.260   656.273
GP 3 Magnet               659.796     658.954     671.310     658.700   664.483
GP 4 Transfer             645.996     646.794     650.900     640.240   646.353
-------------------------------------------------------------------------------
a.      I = adjusted mean after (Covariate = CTBRD);
b.      II = adjusted mean after (Covariate = CTBBAT);
c.      III = adjusted mean after (Covariate = SES);
d.      IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e.      V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).
```

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Summaries of WRTSC Writing Assessment Score
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			3.0022	.7345	2068
GROUP	1	Non Integrated	2.9782	.6837	711
GROUP	2	Integrated	2.9864	.6985	295
GROUP	3	Magnet	3.2816	.8134	396
GROUP	4	Transfer	2.8686	.7100	666

Total Cases = 2485
Missing Cases = 417 OR 16.8 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	27.773	.000	N/A	N/A	.039
ANCOVA[e]					
CTBRD[f]	16.766	.000	.130	.024	
CTBBAT[g]	14.066	.000	.156	.020	
SES[h]	18.136	.000	.007	.064	
COGNV[i] & COGV[j] & COGQ[k]	26.838	.000	.168	.040	
CTBBAT & SES & COGNV & COGV & COGQ	14.370	.000	.192	.056	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	3.017	3.012	3.163	3.079	3.253
GP 2 Integrated	3.067	3.062	3.083	3.139	3.233
GP 3 Magnet	3.187	3.172	3.453	3.159	3.323
GP 4 Transfer	2.877	2.872	2.933	2.769	2.863

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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GRADE EIGHT 9/26/91

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			671.7434	31.5203	2182
GROUP	1	Non Integrated	670.3770	30.1934	793
GROUP	2	Integrated	665.6848	31.1919	330
GROUP	3	Magnet	688.6361	34.1438	415
GROUP	4	Transfer	665.6444	27.4967	644

Total Cases = 2485
Missing Cases = 303 OR 12.2 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	56.312	.000	N/A	N/A	.072
ANCOVA[e]					
CTBMAT[f]	36.300	.000	.364	.035	
CTBBAT[g]	30.962	.000	.391	.029	
SES[h]	31.479	.000	.008	.103	
COGNV[i] & COGV[j] & COGQ[k]	43.614	.000	.449	.038	
CTBBAT & SES & COGNV & COGV & COGQ	21.036	.000	.539	.043	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	670.532	671.223	676.454	675.413	679.323
GP 2 Integrated	668.992	670.103	668.454	673.463	678.253
GP 3 Magnet	683.912	682.573	695.644	680.043	686.903
GP 4 Transfer	667.292	666.843	669.314	661.703	667.503

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of CNCPTS Stanford Concept of Numbers
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			670.6682	37.7588	2209
GROUP	1	Non Integrated	666.0585	35.7230	804
GROUP	2	Integrated	665.2793	36.6809	333
GROUP	3	Magnet	690.3645	42.1295	417
GROUP	4	Transfer	666.5267	33.6027	655

Total Cases = 2485
Missing Cases = 276 OR 11.1 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	49.801	.000	N/A	N/A	.064
ANCOVA[e]					
CTBMAT[f]	33.269	.000	.292	.036	
CTBBAT[g]	27.181	.000	.321	.028	
SES[h]	24.846	.000	.006	.083	
COGNV[i] & COGV[j] & COGQ[k]	25.431	.000	.386	.025	
CTBBAT & SES & COGNV & COGV & COGQ	12.841	.000	.444	.033	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	666.343	667.117	673.982	671.853	677.364
GP 2 Integrated	668.623	669.867	668.912	674.343	680.834
GP 3 Magnet	685.643	684.147	698.682	681.163	689.634
GP 4 Transfer	668.333	667.837	671.322	662.613	669.574

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.23

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Page  7            GRADE EIGHT                                   9/26/91

Summaries of       COMPUTS   Stanford Math Computations
By levels of       GROUP

                                                Mean      Std Dev     Cases

For Entire Population                         678.6186    37.8671      2205

GROUP              1  Non Integrated          681.6248    37.2991       805
GROUP              2  Integrated              669.9006    36.0554       332
GROUP              3  Magnet                  695.8462    40.5259       416
GROUP              4  Transfer                668.3543    32.9147       652

  Total Cases =     2485
Missing Cases =       280 OR  11.3 PCT.
------------------------------------------------------------------------------


------------------------------------------------------------------------------
                                            F          P    COV.R2a  GCOV.R2b  R2c
------------------------------------------------------------------------------
ANOVAd                                    56.147     .000    N/A         N/A  .071
ANCOVAe
  CTBMATf                                 35.053     .000   .263        .039
  CTBBATg                                 33.381     .000   .268        .037
  SESh                                    31.860     .000   .002        .105
  COGNVi & COGVj & COGQk                  42.846     .000   .276        .049
  CTBBAT & SES & COGNV & COGV & COGQ16.272         .000   .376        .046
-------------------------------------------------------------------------------
a. COV.R2 = proportion of variance explained by covariate(s);
b. GCOV.R2 = proportion of variance explained by groups after covariate(s);
c. R2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.


-------------------------------------------------------------------------------
                           Ia          IIb         IIIc         IVd          Ve
-------------------------------------------------------------------------------
GP 1 Non Integrated      682.426     683.114     687.950     686.931    690.213
GP 2 Integrated          673.246     674.204     671.910     677.171    680.743
GP 3 Magnet              691.746     690.584     702.480     687.871    693.233
GP 4 Transfer            671.126     670.584     670.830     665.971    671.043
-------------------------------------------------------------------------------
a.     I = adjusted mean after (Covariate = CTBMAT);
b.     II = adjusted mean after (Covariate = CTBBAT);
c.     III = adjusted mean after (Covariate = SES);
d.     IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e.     V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).
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Page  8            GRADE EIGHT                                  9/26/91

Summaries of       MATHAPS    Stanford Math Applications
By levels of       GROUP

                                                 Mean      Std Dev     Cases

For Entire Population                          658.6914    34.5031      2187

GROUP              1  Non Integrated           654.6767    31.9655       795
GROUP              2  Integrated               654.5091    34.6681       330
GROUP              3  Magnet                   674.8053    34.4395       416
GROUP              4  Transfer                 655.3916    34.5463       646

  Total Cases =      2485
Missing Cases =       298 OR   12.0 PCT.
-------------------------------------------------------------------------------


-------------------------------------------------------------------------------
                                           F          P     COV.R2a  GCOV.R2b  R2c
-------------------------------------------------------------------------------
ANOVAd                                  39.390      .000    N/A        N/A   .051
ANCOVAe
  CTBMATf                               23.568      .000   .334       .024
  CTBBATg                               18.710      .000   .370       .018
  SESh                                  20.886      .000   .014       .070
  COGNVi & COGVj & COGQk                30.469      .000   .463       .026
  CTBBAT & SES & COGNV & COGV & COGQ14.872         .000   .539       .031
--------------------------------------------------------------------------------
a. COV.R2 = proportion of variance explained by covariate(s);
b. GCOV.R2 = proportion of variance explained by groups after covariate(s);
c. R2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Mathematics Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.


--------------------------------------------------------------------------------
                          Ia          IIb          IIIc          IVd         Ve
--------------------------------------------------------------------------------
GP 1 Non Integrated     654.789     655.534      660.756      660.110    664.468
GP 2 Integrated         658.269     659.594      657.716      662.880    667.998
GP 3 Magnet             669.169     667.624      682.056      665.360    672.608
GP 4 Transfer           655.699     655.304      659.576      649.160    655.608
--------------------------------------------------------------------------------
a.      I = adjusted mean after (Covariate = CTBMAT);
b.      II = adjusted mean after (Covariate = CTBBAT);
c.      III = adjusted mean after (Covariate = SES);
d.      IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e.      V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).
```

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Summaries of TREADS Stanford Total Reading
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			660.0067	27.4942	1795
GROUP	1	Non Integrated	653.7850	24.8268	493
GROUP	2	Integrated	655.5132	26.5908	265
GROUP	3	Magnet	668.1621	30.6731	401
GROUP	4	Transfer	661.5597	26.2407	636

Total Cases = 2353
Missing Cases = 558 OR 23.7 PCT.

	F	P	$COV.R^2$[a]	$GCOV.R^2$[b]	R^2[c]
ANOVA[d]	24.109	.000	N/A	N/A	.039
ANCOVA[e]					
CTBRD[f]	5.390	.001	.441	.007	
CTBBAT[g]	4.176	.006	.429	.005	
SES[h]	4.984	.002	.004	.025	
COGNV[i] & COGV[j] & COGQ[k]	9.703	.000	.490	.012	
CTBBAT & SES & COGNV & COGV & COGQ	1.764	.153	.545	.005	

a. $COV.R^2$ = proportion of variance explained by covariate(s);
b. $GCOV.R^2$ = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	658.295	658.913	658.049	660.143	662.455
GP 2 Integrated	657.905	657.633	657.519	660.703	661.105
GP 3 Magnet	664.175	663.743	672.129	664.563	665.435
GP 4 Transfer	659.965	659.743	663.419	656.843	660.255

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of VOCABS Stanford Vocabulary
By levels of GROUP

		Mean	Std Dev	Cases
For Entire Population		669.1128	28.8710	1808
GROUP	1 Non Integrated	663.4798	25.7932	496
GROUP	2 Integrated	662.6544	27.6073	272
GROUP	3 Magnet	677.4190	33.1531	401
GROUP	4 Transfer	671.0219	27.2455	639

Total Cases = 2353
Missing Cases = 545 OR 23.2 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	23.686	.000	N/A	N/A	.038
ANCOVA[e]					
CTBRD[f]	6.250	.000	.377	.009	
CTBBAT[g]	5.531	.001	.331	.008	
SES[h]	4.375	.005	.004	.022	
COGNV[i] & COGV[j] & COGQ[k]	8.038	.000	.420	.011	
CTBBAT & SES & COGNV & COGV & COGQ	1.430	.233	.453	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	668.166	668.545	666.510	670.229	670.665
GP 2 Integrated	665.116	664.735	668.290	667.699	671.515
GP 3 Magnet	673.766	673.525	680.750	674.509	675.545
GP 4 Transfer	669.816	669.675	673.120	666.959	670.305

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

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Summaries of COMPRS Stanford Comprehension
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			654.0900	32.4106	1811
GROUP	1	Non Integrated	647.3800	30.4278	500
GROUP	2	Integrated	650.5019	31.6059	265
GROUP	3	Magnet	662.6815	33.9953	405
GROUP	4	Transfer	655.3791	31.9133	641

Total Cases = 2353
Missing Cases = 542 OR 23.0 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	18.576	.000	N/A	N/A	.030
ANCOVA[e]					
CTBRD[f]	3.345	.019	.353	.005	
CTBBAT[g]	2.339	.072	.370	.003	
SES[h]	4.215	.006	.003	.021	
COGNV[i] & COGV[j] & COGQ[k]	7.191	.000	.398	.011	
CTBBAT & SES & COGNV & COGV & COGQ	1.475	.221	.477	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	651.923	652.746	652.849	653.656	657.646
GP 2 Integrated	653.713	653.516	650.409	656.776	654.328
GP 3 Magnet	658.343	657.736	667.529	658.396	659.256
GP 4 Transfer	653.653	653.366	657.329	650.216	653.736

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

47.28

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Summaries of      WRTSC     Writing Assessment Score
By levels of      GROUP     Program Participated In

                                                Mean    Std Dev    Cases

For Entire Population                          3.2183     .8470     1656

GROUP              1  Non Integrated           3.1782     .8216      418
GROUP              2  Integrated               3.1078     .8223      218
GROUP              3  Magnet                   3.4781     .9122      343
GROUP              4  Transfer                 3.1470     .8110      677

  Total Cases =     2353
Missing Cases =      697 OR  29.6 PCT.
```

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	14.242	.000	N/A	N/A	.025
ANCOVA[e]					
CTBRD[f]	9.087	.000	.153	.017	
CTBBAT[g]	9.579	.000	.204	.017	
SES[h]	3.235	.022	.001	.016	
COGNV[i] & COGV[j] & COGQ[k]	15.688	.000	.185	.031	
CTBBAT & SES & COGNV & COGV & COGQ	3.204	.023	.233	.016	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBRD = CAT77 Reading Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	3.229	3.256	3.337	3.276	3.414
GP 2 Integrated	3.129	3.136	3.147	3.186	3.244
GP 3 Magnet	3.399	3.376	3.487	3.406	3.344
GP 4 Transfer	3.119	3.096	3.207	3.036	3.144

a. I = adjusted mean after (Covariate = CTBRD);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

Summaries of TMATHS Stanford Total Mathematics
By levels of GROUP

			Mean	Std Dev	Cases
For Entire Population			677.0051	34.9239	1768
GROUP	1	Non Integrated	669.5249	31.6304	482
GROUP	2	Integrated	671.4036	30.9051	275
GROUP	3	Magnet	680.9436	38.2355	390
GROUP	4	Transfer	682.8180	35.4897	621

Total Cases = 2353
Missing Cases = 585 OR 24.9 PCT.

	F	P	COV.R^2[a]	GCOV.R^2[b]	R^2[c]
ANOVA[d]	17.599	.000	N/A	N/A	.029
ANCOVA[e]					
CTBMAT[f]	10.059	.000	.350	.012	
CTBBAT[g]	7.641	.000	.363	.009	
SES[h]	3.957	.008	.001	.019	
COGNV[i] & COGV[j] & COGQ[k]	2.734	.042	.395	.003	
CTBBAT & SES & COGNV & COGV & COGQ	1.721	.162	.512	.005	

a. COV.R^2 = proportion of variance explained by covariate(s);
b. GCOV.R^2 = proportion of variance explained by groups after covariate(s);
c. R^2 = proportion of variance explained by groups;
d. ANOVA = Analysis of Variance;
e. Students with incomplete data excluded in analysis of covariance(ANCOVA);
f. CTBMAT = CAT77 Math Total NCE;
g. CTBBAT = CAT77 Battery Total NCE;
h. SES = Social Economic Status;
i. COGNV = COGAT Non-Verbal Standard Age Score;
j. COGV = COGAT Verbal Standard Age Score;
k. COGQ = COGAT Quantitative Standard Age Score.

	I[a]	II[b]	III[c]	IV[d]	V[e]
GP 1 Non Integrated	673.567	673.880	673.069	673.049	677.630
GP 2 Integrated	671.247	672.450	671.899	675.499	678.660
GP 3 Magnet	677.277	676.500	682.119	677.319	676.790
GP 4 Transfer	681.317	680.910	684.589	677.979	682.450

a. I = adjusted mean after (Covariate = CTBMAT);
b. II = adjusted mean after (Covariate = CTBBAT);
c. III = adjusted mean after (Covariate = SES);
d. IV = adjusted mean after (Covariate = COGNV+COGV+COGQ);
e. V = adjusted mean after (Covariate = CTBBAT+SES+COGNV+COGV+COGQ).

APPENDIX SEVEN

ANALYSIS OF ACHIEVEMENT SCORES

MEAN PERFORMANCE BY DISTRICT

1991

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Page  5    GRADE FOUR MEANS FOR DISTRICTS                          10/3/91

Summaries of    TREADS     Stanford Total Reading
By levels of    DISTRICT

     Value  Label                        Mean     Std Dev  Sum of Sq     Cases

         1  Affton                   585.6800    34.9401 29299.4400        25
         2  Bayless                  599.5000    27.2502  5198.0000         8
         3  Brentwood                617.2500    30.9689  6713.5000         8
         4  Clayton                  617.0000    40.9254 15074.0000        10
         5  Hancock                  582.0833    36.5624 14704.9167        12
         6  Hazelwood                606.8000    36.5062  5330.8000         5
         7  Kirkwood                 599.7391    33.2200 24278.4348        23
         8  Ladue                    606.3529    31.6483 16025.8824        17
         9  Lindbergh                594.4359    29.1762 32347.5897        39
        10  Mehville                 592.8088    28.2242 53372.5147        68
        11  Parkway                  589.6433    28.0809 123012.025       157
        12  Pattonville              598.9216    27.8811 38867.6863        51
        13  Ritenour                 595.4286    31.0589 19293.1429        21
        14  Rockwood                 600.6465    30.4973 91148.6263        99
        15  Valley Park              566.0000     9.2442   940.0000        12
        16  Webster                  612.3158    36.3854 23830.1053        19
        17  Saint Louis              594.7296    30.6507 2327060.85      2478
                                   -----------------------------------------
Within Groups Total                  594.8277    30.5172 2826497.51      3052


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Page  5    GRADE FOUR MEANS FOR DISTRICTS                          10/3/91
Criterion Variable TREADS


                           Analysis of Variance

                        Sum of                  Mean
Source                 Squares       D.F.      Square          F       Sig.

Between Groups      41207.8358         16   2575.4897     2.7655     .0002

Within Groups     2826497.5102       3035    931.3007

                  Eta =  .1199    Eta Squared =  .0144
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Page  10   GRADE FOUR MEANS FOR DISTRICTS                           10/3/91

Summaries of   VOCABS     Stanford Vocabulary
By levels of   DISTRICT

     Value  Label                      Mean     Std Dev  Sum of Sq     Cases

         1  Affton                 589.6400     33.9361 27639.7600        25
         2  Bayless                599.3750     21.7711  3317.8750         8
         3  Brentwood              619.7500     33.9611  8073.5000         8
         4  Clayton                615.7000     31.7177  9054.1000        10
         5  Hancock                589.1667     37.0990 15139.6667        12
         6  Hazelwood              607.8000     47.4521  9006.8000         5
         7  Kirkwood               597.9565     30.0113 19814.9565        23
         8  Ladue                  603.7059     29.9536 14355.5294        17
         9  Lindbergh              594.6410     30.6959 35804.9744        39
        10  Mehville               595.8088     28.8238 55664.5147        68
        11  Parkway                588.4204     33.0293 170186.255       157
        12  Pattonville            600.4118     26.8121 35944.3529        51
        13  Ritenour               598.0476     24.6566 12158.9524        21
        14  Rockwood               600.9706     30.8672 96230.9118       102
        15  Valley Park            570.0000     11.0289  1338.0000        12
        16  Webster                613.8947     36.1015 23459.7895        19
        17  Saint Louis            595.9569     33.5056 2788608.39      2485
                                  ---------------------------------------------
Within Groups Total                595.9504     33.0487 3325798.33      3062


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Page  10   GRADE FOUR MEANS FOR DISTRICTS                           10/3/91
Criterion Variable VOCABS

                         Analysis of Variance

                         Sum of                    Mean
Source                   Squares        D.F.       Square          F      Sig.

Between Groups          38738.1238        16     2421.1327      2.2167    .0036

Within Groups         3325798.3308      3045     1092.2162

                      Eta =   .1073    Eta Squared =   .0115
-----------------------------------------------------------------------------
```

48.3

```
Page  15   GRADE FOUR MEANS FOR DISTRICTS                          10/3/91

Summaries of    COMPRS     Stanford Comprehension
By levels of    DISTRICT

     Value  Label                          Mean      Std Dev  Sum of Sq     Cases

         1  Affton                     582.2800      39.6048 37645.0400        25
         2  Bayless                    600.0000      34.5584  8360.0000         8
         3  Brentwood                  616.3750      31.2361  6829.8750         8
         4  Clayton                    618.1000      52.6043 24904.9000        10
         5  Hancock                    575.5833      40.0351 17630.9167        12
         6  Hazelwood                  607.0000      29.8580  3566.0000         5
         7  Kirkwood                   601.3913      38.8268 33165.4783        23
         8  Ladue                      609.0000      37.4700 22464.0000        17
         9  Lindbergh                  594.4634      32.5738 42442.1951        41
        10  Mehville                   590.3971      33.3570 74550.2794        68
        11  Parkway                    590.1899      31.9907 160674.304       158
        12  Pattonville                598.1961      33.5738 56360.0392        51
        13  Ritenour                   593.5714      39.2257 30773.1429        21
        14  Rockwood                   599.0400      37.2702 137517.840       100
        15  Valley Park                562.0000      14.5602  2332.0000        12
        16  Webster                    611.8421      39.2517 27732.5263        19
        17  Saint Louis                594.0496      34.8167 3006258.90      2481
                                   ----------------------------------------------
Within Groups Total                    594.1317      34.8435 3693207.44      3059
```

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Page  15   GRADE FOUR MEANS FOR DISTRICTS                          10/3/91
Criterion Variable COMPRS

                          Analysis of Variance

                          Sum of                  Mean
Source                   Squares       D.F.      Square           F        Sig.

Between Groups         48448.4691        16     3028.0293      2.4941     .0008

Within Groups        3693207.4387      3042     1214.0721

                      Eta =  .1138    Eta Squared =  .0129
--------------------------------------------------------------------------------
```

48.4

```
Page  20   GRADE FOUR MEANS FOR DISTRICTS                                   10/3/91

Summaries of    TMATHS      Stanford Total Mathematics
By levels of    DISTRICT

     Value  Label                         Mean     Std Dev   Sum of Sq      Cases

         1  Affton                    588.1600     29.1543  20399.3600         25
         2  Bayless                   590.1250     34.2822   8226.8750          8
         3  Brentwood                 631.7143     35.6871   7641.4286          7
         4  Clayton                   602.5000     27.3140   6714.5000         10
         5  Hancock                   576.9091     17.6378   3110.9091         11
         6  Hazelwood                 633.0000     18.0555   1304.0000          5
         7  Kirkwood                  611.8571     45.9514  42230.5714         21
         8  Ladue                     602.7059     30.2980  14687.5294         17
         9  Lindbergh                 601.3684     30.7188  34914.8421         38
        10  Mehville                  580.5735     23.7004  37634.6324         68
        11  Parkway                   591.9408     28.9226  126314.467        152
        12  Pattonville               592.1400     24.6808  29848.0200         50
        13  Ritenour                  592.1429     28.9660  16780.5714         21
        14  Rockwood                  599.6832     30.1967  91183.8614        101
        15  Valley Park               591.5000     14.9088   2445.0000         12
        16  Webster                   598.7222     31.8947  17293.6111         18
        17  Saint Louis               601.1066     34.0567  2828896.30       2440
                                  ----------------------------------------------
Within Groups Total                   599.8565     33.1861  3289626.47       3004


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Page  20   GRADE FOUR MEANS FOR DISTRICTS                                   10/3/91
Criterion Variable TMATHS


                              Analysis of Variance

                           Sum of                     Mean
Source                    Squares        D.F.        Square           F       Sig.

Between Groups          69598.6880        16      4349.9180      3.9498      .0000

Within Groups         3289626.4741      2987      1101.3145

                     Eta =   .1439    Eta Squared =   .0207
----------------------------------------------------------------------------------
```

48.5

```
Page  25   GRADE FOUR MEANS FOR DISTRICTS                                10/3/91

Summaries of    CNCPTS     Stanford Concept of Numbers
By levels of    DISTRICT

     Value  Label                      Mean     Std Dev  Sum of Sq     Cases

         1  Affton                 588.0000     31.2116 23380.0000       25
         2  Bayless                593.3750     30.0710  6329.8750        8
         3  Brentwood              636.5000     38.8367 10558.0000        8
         4  Clayton                595.7000     33.1027  9862.1000       10
         5  Hancock                584.2727     29.2851  8576.1818       11
         6  Hazelwood              635.0000     10.7935   466.0000        5
         7  Kirkwood               614.3636     50.0881 52685.0909       22
         8  Ladue                  601.7647     26.1331 10927.0588       17
         9  Lindbergh              602.1750     30.5731 36453.7750       40
        10  Mehville               588.3235     24.8407 41342.8824       68
        11  Parkway                600.9167     32.6200 164929.917      156
        12  Pattonville            602.8824     30.0138 45041.2941       51
        13  Ritenour               595.3810     28.7932 16580.9524       21
        14  Rockwood               604.7059     30.5156 94051.1765      102
        15  Valley Park            602.0000     22.6274  5632.0000       12
        16  Webster                598.4737     28.1669 14280.7368       19
        17  Saint Louis            603.4703     34.6045 2964941.07     2477
                                 -----------------------------------------
Within Groups Total                602.8837     33.9883 3506038.11     3052


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Page  25   GRADE FOUR MEANS FOR DISTRICTS                                10/3/91
Criterion Variable CNCPTS


                          Analysis of Variance

                        Sum of                      Mean
Source                 Squares          D.F.       Square          F        Sig.

Between Groups      45497.5980           16     2843.5999     2.4616       .0010

Within Groups     3506038.1094         3035     1155.2020

                    Eta =  .1132     Eta Squared =  .0128
------------------------------------------------------------------------------
```

48.6

```
Page  30   GRADE FOUR MEANS FOR DISTRICTS                          10/3/91

Summaries of   COMPUTS    Stanford Math Computations
By levels of   DISTRICT

     Value  Label                     Mean     Std Dev   Sum of Sq    Cases

         1  Affton                  589.8800   30.0185  21626.6400      25
         2  Bayless                 591.0000   33.3595   7790.0000       8
         3  Brentwood               638.2857   34.8698   7295.4286       7
         4  Clayton                 608.4000   17.4050   2726.4000      10
         5  Hancock                 577.7273   18.1223   3284.1818      11
         6  Hazelwood               657.8000   14.8560    882.8000       5
         7  Kirkwood                610.0909   58.6393  72209.8182      22
         8  Ladue                   604.0000   38.3943  23586.0000      17
         9  Lindbergh               606.6667   35.9066  48992.6667      39
        10  Mehville                587.6176   33.3990  74738.0588      68
        11  Parkway                 590.0769   36.4197  205591.077     156
        12  Pattonville             590.6275   32.7969  53781.9216      51
        13  Ritenour                597.3333   34.4824  23780.6667      21
        14  Rockwood                600.6408   36.9764  139459.709     103
        15  Valley Park             602.3333   21.1589   4924.6667      12
        16  Webster                 608.9444   36.3633  22478.9444      18
        17  Saint Louis             606.5026   43.8982  4763680.23    2473
                                  ----------------------------------------
Within Groups Total                 604.6070   42.5221  5476829.21    3046


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Page  30   GRADE FOUR MEANS FOR DISTRICTS                          10/3/91
Criterion Variable COMPUTS


                           Analysis of Variance

                         Sum of                    Mean
Source                  Squares        D.F.       Square          F     Sig.

Between Groups        112463.3977       16      7028.9624     3.8874   .0000

Within Groups        5476829.2120     3029      1808.1311

                      Eta =  .1418    Eta Squared =  .0201
---------------------------------------------------------------------------
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48.7

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Page 35    GRADE FOUR MEANS FOR DISTRICTS                                10/3/91

Summaries of    MATHAPS    Stanford Math Applications
By levels of    DISTRICT

     Value  Label                        Mean      Std Dev  Sum of Sq      Cases

         1  Affton                   584.2800      47.4030 53929.0400      · 25
         2  Bayless                  585.8750      48.7572 16640.8750         8
         3  Brentwood                624.4286      43.3430 11271.7143         7
         4  Clayton                  600.6000      44.6572 17948.4000        10
         5  Hancock                  569.2727      17.3787  3020.1818        11
         6  Hazelwood                611.2000      46.7622  8746.8000         5
         7  Kirkwood                 612.6190      45.7313 41826.9524        21
         8  Ladue                    606.5294      45.3102 32848.2353        17
         9  Lindbergh                593.6410      38.6799 56852.9744        39
        10  Mehville                 563.3088      32.8676 72378.5147        68
        11  Parkway                  585.3247      38.2262 223569.766       154
        12  Pattonville              581.6200      32.6765 52319.7800        50
        13  Ritenour                 582.9048      39.6786 31487.8095        21
        14  Rockwood                 596.3762      37.5089 140691.703       101
        15  Valley Park              568.7500      27.8409  8526.2500        12
        16  Webster                  589.2778      42.3665 30513.6111        18
        17  Saint Louis              594.1320      39.8679 3898915.22      2454
                                   ----------------------------------------------
Within Groups Total                  592.7673      39.5610 4701487.83      3021


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Page 35    GRADE FOUR MEANS FOR DISTRICTS                                10/3/91
Criterion Variable MATHAPS


                          Analysis of Variance

                        Sum of                    Mean
Source                  Squares         D.F.      Square           F       Sig.

Between Groups       117931.5786         16     7370.7237      4.7095     .0000

Within Groups       4701487.8302       3004     1565.0758

                    Eta =   .1564     Eta Squared =   .0245
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48.3

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Page 40    GRADE FOUR MEANS FOR DISTRICTS                          10/3/91

Summaries of    WRTSC      Writing Assessment Score
By levels of    DISTRICT

     Value  Label                          Mean     Std Dev   Sum of Sq     Cases

         1  Affton                       2.6200       .6000      8.6400        25
         2  Bayless                      2.5625       .9425      6.2188         8
         3  Brentwood                    3.2778       .9718      7.5556         9
         4  Clayton                      2.7778       .7949      5.0556         9
         5  Hancock                      2.3333       .4924      2.6667        12
         6  Hazelwood                    3.2000       .7583      2.3000         5
         7  Kirkwood                     2.4130       .9002     17.8261        23
         8  Ladue                        2.7647       .6403      6.5588        17
         9  Lindbergh                    2.5250       .7334     20.9750        40
        10  Mehville                     2.3239       .5800     23.5493        71
        11  Parkway                      2.6529       .8286    116.0235       170
        12  Pattonville                  2.7170       .7753     31.2547        53
        13  Ritenour                     2.4524       .9988     19.9524        21
        14  Rockwood                     2.4444       .7180     55.1667       108
        15  Valley Park                  2.1500       .6687      4.0250        10
        16  Webster                      3.1316       .8635     13.4211        19
        17  Saint Louis                  2.6628       .8118   1537.6320      2334
                                   ---------------------------------------------
Within Groups Total                      2.6447       .8026   1878.8210      2934


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Page 40    GRADE FOUR MEANS FOR DISTRICTS                          10/3/91
Criterion Variable WRTSC


                            Analysis of Variance

                           Sum of                  Mean
Source                    Squares       D.F.      Square          F      Sig.

Between Groups            29.0110         16      1.8132     2.8151     .0001

Within Groups           1878.8210       2917       .6441

                    Eta =   .1233    Eta Squared =  .0152
------------------------------------------------------------------------------
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48.9

```
Page  4    GRADE SIX MEANS FOR DISTRICTS                          10/3/91

Summaries of   TREADS     Stanford Total Reading
By levels of   DISTRICT

     Value  Label                          Mean      Std Dev  Sum of Sq     Cases

         1  Affton                     621.9091      39.8810 15904.9091        11
         2  Bayless                    609.6923      14.0854  2380.7692        13
         3  Brentwood                  649.2727      25.6363  6572.1818        11
         4  Clayton                    652.4000      38.7982  6021.2000         5
         5  Hancock                    615.4706      26.0339 10844.2353        17
         6  Hazelwood                  632.4286      19.9069  2377.7143         7
         7  Kirkwood                   615.3448      27.6938 21474.5517        29
         8  Ladue                      630.0000      23.7827 14706.0000        27
         9  Lindbergh                  610.2045      21.4244 19737.1591        44
        10  Mehville                   623.0339      28.4574 46969.9322        59
        11  Parkway                    625.0945      26.1097 136343.204       201
        12  Pattonville                630.4423      24.7532 31248.8269        52
        13  Ritenour                   628.2424      27.6553 24474.0606        33
        14  Rockwood                   631.2188      27.2726 70660.4063        96
        15  Valley Park                626.5455      20.1810  4072.7273        11
        16  Webster                    629.4737      13.7330  3394.7368        19
        17  Saint Louis                628.9600      27.0910 1486197.76      2026
                                   ------------------------------------------------
Within Groups Total                    628.1116      26.8307 1903380.38      2661


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Page  4    GRADE SIX MEANS FOR DISTRICTS                          10/3/91
Criterion Variable TREADS


                            Analysis of Variance

                         Sum of                    Mean
Source                  Squares        D.F.       Square            F      Sig.

Between Groups        40569.4750        16     2535.5922       3.5222     .0000

Within Groups       1903380.3762      2644      719.8867

                   Eta =  .1445    Eta Squared =  .0209
-----------------------------------------------------------------------------
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Page   8   GRADE SIX MEANS FOR DISTRICTS                              10/3/91

Summaries of    VOCABS     Stanford Vocabulary
By levels of    DISTRICT

     Value  Label                      Mean    Std Dev  Sum of Sq     Cases

         1  Affton                 636.6364    43.8298 19210.5455        11
         2  Bayless                616.6154    16.6210  3315.0769        13
         3  Brentwood              651.6364    22.9794  5280.5455        11
         4  Clayton                659.0000    36.4555  5316.0000         5
         5  Hancock                624.2941    29.5016 13925.5294        17
         6  Hazelwood              627.7143    17.0657  1747.4286         7
         7  Kirkwood               620.2069    30.9716 26858.7586        29
         8  Ladue                  637.7407    28.9610 21807.1852        27
         9  Lindbergh              615.8542    28.8363 39081.9792        48
        10  Mehville               628.0508    28.3539 46628.8475        59
        11  Parkway                626.1642    29.9750 179699.582       201
        12  Pattonville            634.9615    30.3793 47067.9231        52
        13  Ritenour               629.7576    28.9115 26748.0606        33
        14  Rockwood               632.6875    27.0354 69436.6250        96
        15  Valley Park            630.1818    16.1915  2621.6364        11
        16  Webster                641.6842    16.8591  5116.1053        19
        17  Saint Louis            633.3374    32.0926 2089733.85      2030
                                 ------------------------------------------
Within Groups Total                632.2615    31.3329 2603595.68      2669


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Page   8    GRADE SIX MEANS FOR DISTRICTS                              10/3/91
Criterion Variable VOCABS

                           Analysis of Variance

                          Sum of                   Mean
Source                   Squares        D.F.      Square          F      Sig.

Between Groups         43473.7749         16    2717.1109     2.7676    .0002

Within Groups        2603595.6833       2652     981.7480

                     Eta =   .1282    Eta Squared =   .0164
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Page  12   GRADE SIX MEANS FOR DISTRICTS                          10/3/91

Summaries of    COMPRS      Stanford Comprehension
By levels of    DISTRICT

     Value  Label                      Mean    Std Dev  Sum of Sq     Cases

         1  Affton                 610.8182    42.5507 18105.6364        11
         2  Bayless                604.3077    16.9675  3454.7692        13
         3  Brentwood              648.8182    32.4093 10503.6364        11
         4  Clayton                647.8000    43.0662  7418.8000         5
         5  Hancock                607.0000    36.0382 20780.0000        17
         6  Hazelwood              637.1429    26.2515  4134.8571         7
         7  Kirkwood               612.1379    28.0047 21959.4483        29
         8  Ladue                  624.2593    30.1504 23635.1852        27
         9  Lindbergh              607.0455    21.8610 20549.9091        44
        10  Mehville               618.3167    33.2318 65156.9833        60
        11  Parkway                624.4608    29.5469 177222.686       204
        12  Pattonville            627.7500    28.4039 41145.7500        52
        13  Ritenour               627.2424    31.6327 32020.0606        33
        14  Rockwood               630.5104    32.2653 98899.9896        96
        15  Valley Park            624.1818    26.0876  6805.6364        11
        16  Webster                620.6316    17.8799  5754.4211        19
        17  Saint Louis            626.2828    29.2512 1736073.70      2030
                                 ----------------------------------------
Within Groups Total                625.4848    29.4086 2293621.47      2669

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Page  12   GRADE SIX MEANS FOR DISTRICTS                          10/3/91
Criterion Variable COMPRS

                          Analysis of Variance

                       Sum of                    Mean
Source                Squares         D.F.      Square          F      Sig.

Between Groups       51451.1700         16    3215.6981     3.7182    .0000

Within Groups      2293621.4654       2652     864.8648

                 Eta =   .1481    Eta Squared =   .0219
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48.12

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Page  16   GRADE SIX MEANS FOR DISTRICTS                              10/3/91

Summaries of   TMATHS     Stanford Total Mathematics
By levels of   DISTRICT

     Value  Label                     Mean     Std Dev  Sum of Sq     Cases

         1  Affton                630.5000     26.1534 10260.0000        16
         2  Bayless               618.5000     16.7576  3089.0000        12
         3  Brentwood             663.6000     22.1169  4402.4000        10
         4  Clayton               655.2000     34.2812  4700.8000         5
         5  Hancock               625.2500     25.3074  9607.0000        16
         6  Hazelwood             641.2857     13.6347  1115.4286         7
         7  Kirkwood              615.1481     23.8274 14761.4074        27
         8  Ladue                 644.4074     27.3598 19462.5185        27
         9  Lindbergh             622.6078     19.1333 18304.1569        51
        10  Mehville              625.2881     23.0891 30920.1017        59
        11  Parkway               632.7537     26.0901 137499.685       203
        12  Pattonville           627.1731     22.4907 25797.4423        52
        13  Ritenour              634.1212     29.9549 28713.5152        33
        14  Rockwood              638.5000     29.2721 79687.5000        94
        15  Valley Park           634.5455     20.5347  4216.7273        11
        16  Webster               638.8889     17.3812  5135.7778        18
        17  Saint Louis           641.5555     29.6333 1763284.06      2009
                                  ----------------------------------------
Within Groups Total               639.2226     28.6482 2160957.52      2650


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Page  16   GRADE SIX MEANS FOR DISTRICTS                              10/3/91
Criterion Variable TMATHS

                         Analysis of Variance

                      Sum of                     Mean
Source               Squares        D.F.        Square          F        Sig.

Between Groups      86781.1195        16      5423.8200      6.6086     .0000

Within Groups     2160957.5220      2633       820.7207

                  Eta =  .1965    Eta Squared =  .0386
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Page  19   GRADE SIX MEANS FOR DISTRICTS                           10/3/91

Summaries of   CNCPTS    Stanford Concept of Numbers
By levels of   DISTRICT

     Value  Label                        Mean     Std Dev  Sum of Sq     Cases

         1  Affton                   630.8750     35.7619 19183.7500        16
         2  Bayless                  635.3333     17.5982  3406.6667        12
         3  Brentwood                656.9000     21.1684  4032.9000        10
         4  Clayton                  650.6000     60.7725 14773.2000         5
         5  Hancock                  635.4375     31.0783 14487.9375        16
         6  Hazelwood                646.5714     15.6403  1467.7143         7
         7  Kirkwood                 620.2414     31.0422 26981.3103        29
         8  Ladue                    645.7778     34.8440 31566.6667        27
         9  Lindbergh                624.7451     25.9174 33585.6863        51
        10  Mehville                 627.0333     29.6945 52023.9333        60
        11  Parkway                  633.1881     28.8991 167866.851       202
        12  Pattonville              632.2308     28.3719 41053.2308        52
        13  Ritenour                 628.5455     28.3043 25636.1818        33
        14  Rockwood                 639.3617     33.9667 107297.702        94
        15  Valley Park              643.6364     25.9934  6756.5455        11
        16  Webster                  646.9444     18.5106  5824.9444        18
        17  Saint Louis              636.7107     34.6355 2432827.18      2029
                                   ----------------------------------------------
Within Groups Total                  635.9929     33.5517 2988772.40      2672


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Page  20   GRADE SIX MEANS FOR DISTRICTS                           10/3/91
Criterion Variable CNCPTS


                          Analysis of Variance

                        Sum of                     Mean
Source                 Squares        D.F.        Square           F      Sig.

Between Groups      36768.4658         16      2298.0291      2.0414     .0085

Within Groups     2988772.3991       2655      1125.7147

                    Eta =  .1102    Eta Squared =  .0122
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48.14

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Page  24   GRADE SIX MEANS FOR DISTRICTS                          10/3/91

Summaries of    COMPUTS    Stanford Math Computations
By levels of    DISTRICT

     Value  Label                      Mean     Std Dev  Sum of Sq     Cases

         1  Affton                 654.1250     31.9997 15359.7500        16
         2  Bayless                619.0833     21.9605  5304.9167        12
         3  Brentwood              664.0000     24.8998  6200.0000        11
         4  Clayton                680.8000     12.3572   610.8000         5
         5  Hancock                623.5625     29.2027 12791.9375        16
         6  Hazelwood              639.7143     14.9968  1349.4286         7
         7  Kirkwood               617.5517     24.9680 17455.1724        29
         8  Ladue                  666.7778     27.0247 18988.6667        27
         9  Lindbergh              630.9804     28.0617 39372.9804        51
        10  Mehville               638.8167     26.3718 41032.9833        60
        11  Parkway                637.0248     31.2659 196488.876       202
        12  Pattonville            624.8846     29.2217 43549.3077        52
        13  Ritenour               641.4118     34.7738 39904.2353        34
        14  Rockwood               642.4896     35.9918 123063.990        96
        15  Valley Park            644.3636     25.2281  6364.5455        11
        16  Webster                637.5556     22.3428  8486.4444        18
        17  Saint Louis            656.6168     40.2977 3286784.63      2025
                                  ------------------------------------------
Within Groups Total                652.0778     38.1449 3863108.66      2672


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Page  24   GRADE SIX MEANS FOR DISTRICTS                          10/3/91
Criterion Variable COMPUTS


                         Analysis of Variance

                        Sum of                    Mean
Source                 Squares        D.F.       Square          F      Sig.

Between Groups       249643.1450       16      15602.6966    10.7233   .0000

Within Groups       3863108.6634     2655       1455.0315

                        Eta =  .2464    Eta Squared =  .0607
------------------------------------------------------------------------------
```

48.15

```
Page  28   GRADE SIX MEANS FOR DISTRICTS                               10/3/91

Summaries of   MATHAPS    Stanford Math Applications
By levels of   DISTRICT

     Value  Label                     Mean     Std Dev  Sum of Sq      Cases

         1  Affton                598.3750     31.8870 15251.7500         16
         2  Bayless               598.0000     25.9159  7388.0000         12
         3  Brentwood             668.3000     36.6213 12070.1000         10
         4  Clayton               629.4000     46.9127  8803.2000          5
         5  Hancock               614.8125     36.5061 19990.4375         16
         6  Hazelwood             636.8571     33.6968  6812.8571          7
         7  Kirkwood              608.8519     33.5957 29345.4074         27
         8  Ladue                 615.8519     37.1760 35933.4074         27
         9  Lindbergh             607.7451     24.4392 29863.6863         51
        10  Mehville              604.7797     29.0938 49094.1356         59
        11  Parkway               624.5222     34.5049 240498.650        203
        12  Pattonville           621.9231     31.4648 50491.6923         52
        13  Ritenour              627.5294     36.4984 43960.4706         34
        14  Rockwood              634.2083     33.6317 107453.833         96
        15  Valley Park           613.0000     24.1371  5826.0000         11
        16  Webster               631.3158     24.7410 11018.1053         19
        17  Saint Louis           627.4975     34.8004 2440295.99       2016
                                ---------------------------------------------
Within Groups Total               625.9790     34.3191 3114097.72       2661


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Page  28   GRADE SIX MEANS FOR DISTRICTS                               10/3/91
Criterion Variable MATHAPS


                          Analysis of Variance

                      Sum of                       Mean
Source               Squares          D.F.        Square           F      Sig.

Between Groups     111451.1008          16      6965.6938      5.9142    .0000

Within Groups      3114097.7207       2644      1177.7979

                  Eta =  .1859    Eta Squared =  .0346
-----------------------------------------------------------------------------
```

48.16

```
Page  32   GRADE SIX MEANS FOR DISTRICTS                            10/3/91

Summaries of   WRTSC      Writing Assessment Score
By levels of   DISTRICT

     Value  Label                       Mean     Std Dev   Sum of Sq     Cases

         1  Affton                    2.1765       .7058      7.9706        17
         2  Bayless                   2.4286       .6157      4.9286        14
         3  Brentwood                 2.8333       .4438      2.1667        12
         4  Clayton                   2.7500       .9874      4.8750         6
         5  Hancock                   2.4167       .6002      6.1250        18
         6  Hazelwood                 2.6429       .6268      2.3571         7
         7  Kirkwood                  2.3387       .5064      7.6935        31
         8  Ladue                     2.4259       .5495      7.8519        27
         9  Lindbergh                 2.3111       .6333     17.6444        45
        10  Mehville                  2.2339       .5179     16.3589        62
        11  Parkway                   2.7941       .6560     87.3529       204
        12  Pattonville               1.9815       .5576     16.4815        54
        13  Ritenour                  2.3235       .6262     12.9412        34
        14  Rockwood                  2.4306       .6817     49.7292       108
        15  Valley Park               2.8636       .6742      4.5455        11
        16  Webster                   2.7955       .5269      5.8295        22
        17  Saint Louis               2.5638       .6384    743.8172      1826
                                  ----------------------------------------

Within Groups Total                   2.5448       .6344    998.6687      2498


-----------------------------------------------------------------------------
Page  32   GRADE SIX MEANS FOR DISTRICTS                            10/3/91
Criterion Variable WRTSC


                          Analysis of Variance

                           Sum of                Mean
Source                     Squares      D.F.     Square         F      Sig.

Between Groups             50.3097        16     3.1444    7.8115     .0000

Within Groups             998.6687      2481      .4025

                    Eta =   .2190   Eta Squared =   .0480
-----------------------------------------------------------------------------
```

48.17

```
Page  4   GRADE EIGHT MEANS FOR DISTRICTS                             10/3/91

Summaries of   TREADS    Stanford Total Reading
By levels of   DISTRICT

     Value  Label                      Mean    Std Dev  Sum of Sq    Cases

         1  Affton                 648.2308    36.4398 15934.3077       13
         2  Bayless                665.9286    28.3778 10468.9286       14
         3  Brentwood              682.8750    21.6758  3288.8750        8
         4  Clayton                661.3750    21.2666  3165.8750        8
         5  Hancock                650.6667    24.9234 10560.0000       18
         6  Hazelwood              656.1818    17.9378  3217.6364       11
         7  Kirkwood               653.5476    26.1303 27994.4048       42
         8  Ladue                  680.2500    25.6918  9901.0000       16
         9  Lindbergh              641.2619    21.5860 19104.1190       42
        10  Mehville               651.0405    24.5911 44144.8784       74
        11  Parkway                647.6543    25.7261 123762.527      188
        12  Pattonville            649.5472    25.8759 34817.1321       53
        13  Ritenour               644.9167    21.1314 15628.7500       36
        14  Rockwood               651.4510    28.8868 84279.2549      102
        15  Valley Park            646.5333    23.4486  7697.7333       15
        16  Webster                647.3636    28.5772  8166.5455       11
        17  Saint Louis            656.0251    26.8179 1116920.02     1554
                                 -----------------------------------------
Within Groups Total                654.4259    26.5218 1539051.99     2205

-----------------------------------------------------------------------------
Page  4   GRADE EIGHT MEANS FOR DISTRICTS                             10/3/91
Criterion Variable TREADS


                              Analysis of Variance

                            Sum of                   Mean
Source                     Squares        D.F.      Square         F      Sig.

Between Groups          47827.1381          16   2989.1961    4.2496     .0000

Within Groups         1539051.9884        2188    703.4058

                       Eta =   .1736    Eta Squared =   .0301
------------------------------------------------------------------------------
```

48.18

```
Page  7   GRADE EIGHT MEANS FOR DISTRICTS                          10/3/91

Summaries of    VOCABS     Stanford Vocabulary
By levels of    DISTRICT

     Value  Label                         Mean    Std Dev  Sum of Sq     Cases

         1  Affton                    662.3077    37.5220 16894.7692        13
         2  Bayless                   669.1429    28.7184 10721.7143        14
         3  Brentwood                 692.3750    28.2637  5591.8750         8
         4  Clayton                   675.8750    23.6971  3930.8750         8
         5  Hancock                   650.9444    27.2731 12644.9444        18
         6  Hazelwood                 663.2727    16.9475  2872.1818        11
         7  Kirkwood                  658.2857    29.5117 35708.5714        42
         8  Ladue                     689.0000    30.9645 14382.0000        16
         9  Lindbergh                 648.8372    23.2040 22613.8605        43
        10  Mehville                  658.8514    26.8699 52705.3649        74
        11  Parkway                   655.3723    29.6671 164585.936       188
        12  Pattonville               655.0000    31.2884 50906.0000        53
        13  Ritenour                  651.9722    22.0434 17006.9722        36
        14  Rockwood                  659.5882    32.5614 107084.706       102
        15  Valley Park               650.5333    21.9117  6721.7333        15
        16  Webster                   647.3333    35.1370 13580.6667        12
        17  Saint Louis               663.2548    30.9967 1495953.84      1558
                                  ----------------------------------------------
Within Groups Total                   661.6079    30.4472 2033906.01      2211


Page  7   GRADE EIGHT MEANS FOR DISTRICTS                          10/3/91
Criterion Variable VOCABS


                             Analysis of Variance

                          Sum of                   Mean
Source                   Squares        D.F.      Square          F      Sig.

Between Groups          54017.0134        16    3376.0633     3.6418    .0000

Within Groups         2033906.0097      2194     927.0310

                       Eta =  .1608    Eta Squared =  .0259
------------------------------------------------------------------------------
```

48.19

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Page  10   GRADE EIGHT MEANS FOR DISTRICTS                          10/3/91

Summaries of   COMPRS     Stanford Comprehension
By levels of   DISTRICT

     Value  Label                       Mean     Std Dev  Sum of Sq    Cases

        1   Affton                  636.0769     45.5713 24920.9231       13
        2   Bayless                 664.3571     31.8690 13203.2143       14
        3   Brentwood               677.1250     22.8062  3640.8750        8
        4   Clayton                 651.5000     23.3299  3810.0000        8
        5   Hancock                 651.3333     27.1467 12528.0000       18
        6   Hazelwood               651.5455     24.0098  5764.7273       11
        7   Kirkwood                650.7143     28.0403 32236.5714       42
        8   Ladue                   675.0000     24.9239  9318.0000       16
        9   Lindbergh               636.1429     24.2905 24191.1429       42
       10   Mehville                645.1600     27.0800 54266.0800       75
       11   Parkway                 642.2593     28.3037 150606.296      189
       12   Pattonville             646.3585     25.9949 35138.1887       53
       13   Ritenour                639.9444     25.7393 23187.8889       36
       14   Rockwood                646.0583     29.9063 91227.6505      103
       15   Valley Park             644.0000     25.7405  9276.0000       15
       16   Webster                 641.9167     31.7074 11058.9167       12
       17   Saint Louis             651.7886     28.6264 1274281.44     1556
                                 ----------------------------------------
Within Groups Total                 649.9760     28.4726 1778655.91     2211


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Page  10   GRADE EIGHT MEANS FOR DISTRICTS                          10/3/91
Criterion Variable COMPRS


                             Analysis of Variance

                          Sum of                    Mean
Source                   Squares        D.F.       Square          F      Sig.

Between Groups        54779.8182          16    3423.7386     4.2232     .0000

Within Groups       1778655.9113        2194     810.6909

                    Eta =  .1729    Eta Squared =  .0299
-----------------------------------------------------------------------------
```

48.20

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Page  13   GRADE EIGHT MEANS FOR DISTRICTS                        10/3/91

Summaries of   TMATHS     Stanford Total Mathematics
By levels of   DISTRICT

     Value  Label                   Mean     Std Dev  Sum of Sq     Cases

         1  Affton              673.5385     33.5500 13507.2308        13
         2  Bayless             676.3571     32.4573 13695.2143        14
         3  Brentwood           687.0000     24.7386  3672.0000         7
         4  Clayton             659.8750     26.0573  4752.8750         8
         5  Hancock             650.3125     21.9536  7229.4375        16
         6  Hazelwood           680.7273     29.9536  8972.1818        11
         7  Kirkwood            664.5476     29.7487 36284.4048        42
         8  Ladue               680.1250     26.4925 10527.7500        16
         9  Lindbergh           657.6905     26.4801 28748.9762        42
        10  Mehville            672.0959     24.1305 41924.3288        73
        11  Parkway             663.4652     27.4107 139750.524       187
        12  Pattonville         659.9020     27.7339 38458.5098        51
        13  Ritenour            657.0833     24.9850 21848.7500        36
        14  Rockwood            669.1275     27.2574 75039.3431       102
        15  Valley Park         666.7333     25.5328  9126.9333        15
        16  Webster             669.0909     21.8607  4778.9091        11
        17  Saint Louis         674.2971     32.7323 1646747.21      1538
                            -----------------------------------------------
Within Groups Total             671.7434     31.1820 2105064.58      2182


Page  13   GRADE EIGHT MEANS FOR DISTRICTS                        10/3/91
Criterion Variable TMATHS

                           Analysis of Variance

                          Sum of                  Mean
Source                    Squares       D.F.      Square         F      Sig.

Between Groups          61819.7027        16    3863.7314     3.9737   .0000

Within Groups         2105064.5759      2165     972.3162

                      Eta =   .1689    Eta Squared =  .0285
------------------------------------------------------------------------------
```

48.21

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Page  16   GRADE EIGHT MEANS FOR DISTRICTS                        10/3/91

Summaries of   CNCPTS     Stanford Concept of Numbers
By levels of   DISTRICT

     Value  Label                        Mean     Std Dev  Sum of Sq     Cases

         1  Affton                   667.7692     34.1227 13972.3077       13
         2  Bayless                  671.7143     27.6501  9938.8571       14
         3  Brentwood                683.5714     30.0214  5407.7143        7
         4  Clayton                  672.8750     35.9223  9032.8750        8
         5  Hancock                  657.6667     26.3952 11844.0000       18
         6  Hazelwood                688.0000     34.8884 12172.0000       11
         7  Kirkwood                 667.0000     35.0286 51534.0000       43
         8  Ladue                    687.0625     32.2086 15560.9375       16
         9  Lindbergh                651.9318     29.8861 38406.7955       44
        10  Mehville                 670.2400     33.5712 83399.6800       75
        11  Parkway                  666.1915     35.5259 236011.106      188
        12  Pattonville              662.4340     32.7435 55751.0189       53
        13  Ritenour                 656.3056     30.1386 31791.6389       36
        14  Rockwood                 669.5146     33.9541 117593.728      103
        15  Valley Park              663.4000     24.9365  8705.6000       15
        16  Webster                  672.5455     21.9060  4798.7273       11
        17  Saint Louis              672.4138     39.2590 2393584.95     1554
                                   ------------------------------------------
Within Groups Total                  670.6682     37.6033 3099505.93     2209


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Page  16   GRADE EIGHT MEANS FOR DISTRICTS                        10/3/91
Criterion Variable CNCPTS


                          Analysis of Variance

                           Sum of                    Mean
Source                    Squares        D.F.       Square          F      Sig.

Between Groups         48505.8408         16     3031.6151     2.1440     .0052

Within Groups        3099505.9319       2192     1414.0082

                 Eta =   .1241     Eta Squared =  .0154
-------------------------------------------------------------------------------
```

48.22

```
Page  19   GRADE EIGHT MEANS FOR DISTRICTS                           10/3/91

Summaries of    COMPUTS    Stanford Math Computations
By levels of    DISTRICT

     Value  Label                        Mean     Std Dev  Sum of Sq      Cases

         1  Affton                   691.1538     43.8023 23023.6923         13
         2  Bayless                  686.0714     43.1410 24194.9286         14
         3  Brentwood                671.7143     22.9834  3169.4286          7
         4  Clayton                  654.1250     20.1738  2848.8750          8
         5  Hancock                  656.7059     24.5147  9615.5294         17
         6  Hazelwood                690.4545     36.4455 13282.7273         11
         7  Kirkwood                 657.9070     31.6362 42035.6279         43
         8  Ladue                    679.0625     35.0532 18430.9375         16
         9  Lindbergh                665.0455     32.3304 44945.9091         44
        10  Mehville                 689.6533     26.3600 51418.9867         75
        11  Parkway                  661.4628     30.8618 178108.739        188
        12  Pattonville              664.7358     29.9911 46772.3019         53
        13  Ritenour                 661.5000     33.3599 38951.0000         36
        14  Rockwood                 667.2277     34.2198 117099.762        101
        15  Valley Park              667.7333     26.8128 10064.9333         15
        16  Webster                  685.0909     22.8493  5220.9091         11
        17  Saint Louis              682.9279     38.9748 2357547.92       1553
                                 --------------------------------------------
Within Groups Total                  678.6186     36.9466 2986732.21       2205


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Page  19   GRADE EIGHT MEANS FOR DISTRICTS                           10/3/91
Criterion Variable COMPUTS


                            Analysis of Variance

                          Sum of                  Mean
Source                   Squares       D.F.      Square           F      Sig.

Between Groups         173624.0266       16    10851.5017      7.9495    .0000

Within Groups         2986732.2111     2188     1365.0513

                      Eta =  .2344    Eta Squared =  .0549
---------------------------------------------------------------------------
```

48.23

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Page  22   GRADE EIGHT MEANS FOR DISTRICTS                       10/3/91

Summaries of    MATHAPS    Stanford Math Applications
By levels of    DISTRICT

     Value  Label                      Mean    Std Dev  Sum of Sq    Cases

         1  Affton                 653.5385    42.8634 22047.2308      .13
         2  Bayless                663.8571    35.1630 16073.7143       14
         3  Brentwood              704.2857    36.6320  8051.4286        7
         4  Clayton                648.7500    31.8333  7093.5000        8
         5  Hancock                636.6471    33.2377 17675.8824       17
         6  Hazelwood              658.4545    32.1757 10352.7273       11
         7  Kirkwood               660.7619    38.9163 62093.6190       42
         8  Ladue                  671.1875    26.0031 10142.4375       16
         9  Lindbergh              643.9048    35.4867 51631.6190       42
        10  Mehville               647.8356    27.1421 53042.0274       73
        11  Parkway                656.5455    34.6322 223086.364      187
        12  Pattonville            646.6471    34.3050 58841.6471       51
        13  Ritenour               644.5000    27.9290 27301.0000       36
        14  Rockwood               666.5631    33.2075 112479.340      103
        15  Valley Park            662.2000    32.1652 14484.4000       15
        16  Webster                639.6364    33.9861 11550.5455       11
        17  Saint Louis            660.0746    34.4021 1822596.42     1541
                                  -----------------------------------------
Within Groups Total                658.6914    34.1354 2528543.90     2187


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Page  22   GRADE EIGHT MEANS FOR DISTRICTS                       10/3/91
Criterion Variable MATHAPS


                             Analysis of Variance

                          Sum of                    Mean
Source                   Squares         D.F.      Square           F       Sig.

Between Groups        73806.7666           16    4612.9229      3.9588     .0000

Within Groups       2528543.9001         2170    1165.2276

                    Eta =  .1684    Eta Squared =  .0284
------------------------------------------------------------------------------
```

48.24

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Page  25   GRADE EIGHT MEANS FOR DISTRICTS                            10/3/91

Summaries of    WRTSC      Writing Assessment Score
By levels of    DISTRICT

     Value  Label                        Mean     Std Dev   Sum of Sq     Cases

         1  Affton                     2.7308       .8066      7.8077        13
         2  Bayless                    2.8214       .7495      7.3036        14
         3  Brentwood                  4.0714      1.1339      7.7143         7
         4  Clayton                    2.7222      1.0035      8.0556         9
         5  Hancock                    2.6905       .8871     15.7381        21
         6  Hazelwood                  2.2000       .8563      6.6000        10
         7  Kirkwood                   3.0682       .7201     22.2955        44
         8  Ladue                      3.3750       .7638      8.7500        16
         9  Lindbergh                  2.4615       .5779     12.6923        39
        10  Mehville                   2.7829       .5375     21.6678        76
        11  Parkway                    3.0079       .6733     85.2381       189
        12  Pattonville                2.8818       .6524     22.9818        55
        13  Ritenour                   2.9000       .6394     13.9000        35
        14  Rockwood                   2.6991       .6666     49.7699       113
        15  Valley Park                2.8000       .5278      3.9000        15
        16  Webster                    3.2000       .6749      4.1000        10
        17  Saint Louis                3.0656       .7377    762.4629      1402
                                     ------------------------------------------
Within Groups Total                    3.0022       .7192   1060.9775      2068


- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -


Page  25   GRADE EIGHT MEANS FOR DISTRICTS                            10/3/91
Criterion Variable WRTSC


                          Analysis of Variance

                          Sum of                    Mean
Source                   Squares        D.F.       Square           F      Sig.

Between Groups           54.2627          16       3.3914      6.5560     .0000

Within Groups          1060.9775        2051        .5173

                 Eta =   .2206     Eta Squared =   .0487
```

48.25

```
Page  3   GRADE TEN MEANS FOR DISTRICTS                          10/3/91

Summaries of    TREADS     Stanford Total Reading
By levels of    DISTRICT

    Value  Label                      Mean     Std Dev  Sum of Sq     Cases

        1  Affton                 654.0000     18.1283  7230.0000        23
        2  Bayless                673.5000      7.7782    60.5000         2
        3  Brentwood              702.0000     38.7040  5992.0000         5
        4  Clayton                672.2000     37.5484 19738.4000        15
        5  Hancock                658.2727     26.8332  7200.1818        11
        6  Hazelwood              671.1250     14.3009  3067.7500        16
        7  Kirkwood               666.6207     26.4540 19594.8276        29
        8  Ladue                  659.0000     29.3890  6046.0000         8
        9  Lindbergh              662.1250     25.6810 30997.2500        48
       10  Mehville               656.5238     24.0298 47926.9524        84
       11  Parkway                658.2000     27.7607 134094.000       175
       12  Pattonville            664.4423     30.1827 46460.8269        52
       13  Ritenour               661.2500     21.3437 21411.0000        48
       14  Rockwood               663.7714     23.0686 55344.5143       105
       15  Valley Park            659.0000     25.7779  2658.0000         5
       16  Webster                679.0000     28.7209  7424.0000        10
       17  Saint Louis            659.1544     28.1330 916519.355      1159
                               ----------------------------------------
Within Groups Total               660.0067     27.3683 1331765.56      1795


----------------------------------------------------------------------------
Page  3   GRADE TEN MEANS FOR DISTRICTS                          10/3/91
Criterion Variable TREADS


                         Analysis of Variance

                       Sum of                   Mean
Source                Squares       D.F.       Square           F      Sig.

Between Groups      24374.3622        16     1523.3976      2.0338    .0089

Within Groups     1331765.5576      1778      749.0245

                  Eta =   .1341    Eta Squared =   .0180
```

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Page  6    GRADE TEN MEANS FOR DISTRICTS                          10/3/91

Summaries of    VOCABS     Stanford Vocabulary
By levels of    DISTRICT

     Value  Label                         Mean    Std Dev  Sum of Sq     Cases

         1  Affton                    664.6957    19.6409  8486.8696        23
         2  Bayless                   673.5000    20.5061   420.5000         2
         3  Brentwood                 711.0000    49.4318  9774.0000         5
         4  Clayton                   677.2000    37.8006 20004.4000        15
         5  Hancock                   665.2727    23.9879  5754.1818        11
         6  Hazelwood                 674.4375    16.6131  4139.9375        16
         7  Kirkwood                  672.6207    29.6508 24616.8276        29
         8  Ladue                     663.3750    17.9836  2263.8750         8
         9  Lindbergh                 672.7500    30.2377 42973.0000        48
        10  Mehville                  670.0833    26.7484 59384.4167        84
        11  Parkway                   669.2416    28.4015 142776.612       178
        12  Pattonville               672.1538    30.3350 46930.7692        52
        13  Ritenour                  670.7917    22.9912 24843.9167        48
        14  Rockwood                  671.6571    23.2043 55997.6571       105
        15  Valley Park               651.6000    23.6495  2237.2000         5
        16  Webster                   687.7000    27.5804  6846.1000        10
        17  Saint Louis               668.0693    29.6814 1028991.39      1169
                                   ---------------------------------------------
Within Groups Total                   669.1128    28.8089 1486441.65      1808


-------------------------------------------------------------------------------
Page  6    GRADE TEN MEANS FOR DISTRICTS                          10/3/91
Criterion Variable VOCABS


                          Analysis of Variance

                          Sum of                     Mean
Source                   Squares       D.F.         Square          F      Sig.

Between Groups        19751.3313         16      1234.4582     1.4874    .0955

Within Groups       1486441.6510       1791       829.9507

                    Eta =   .1145    Eta Squared =   .0131
```

48.27

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Page  9    GRADE TEN MEANS FOR DISTRICTS                             10/3/91

Summaries of   COMPRS     Stanford Comprehension
By levels of   DISTRICT

     Value  Label                      Mean     Std Dev  Sum of Sq     Cases

         1  Affton                 646.3750     23.6180 12829.6250        24
         2  Bayless                675.0000      2.8284     8.0000         2
         3  Brentwood              696.6000     31.9500  4083.2000         5
         4  Clayton                670.5333     41.3657 23955.7333        15
         5  Hancock                654.3636     31.4429  9886.5455        11
         6  Hazelwood              670.1250     17.4657  4575.7500        16
         7  Kirkwood               663.7931     29.1491 23790.7586        29
         8  Ladue                  657.7500     47.1131 15537.5000         8
         9  Lindbergh              655.7143     31.8839 48796.0000        49
        10  Mehville               647.2143     30.3343 76374.1429        84
        11  Parkway                649.9718     34.2282 206196.859       177
        12  Pattonville            660.4717     34.3380 61313.2075        53
        13  Ritenour               655.0833     26.2061 32277.6667        48
        14  Rockwood               659.0857     27.6681 79614.2286       105
        15  Valley Park            666.6000     31.5246  3975.2000         5
        16  Webster                673.5000     34.7027 10838.5000        10
        17  Saint Louis            653.3838     32.6718 1247848.69      1170
                                  ----------------------------------------
Within Groups Total                654.0900     32.2157 1861901.61      1811


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Page  9    GRADE TEN MEANS FOR DISTRICTS                             10/3/91
Criterion Variable COMPRS


                           Analysis of Variance

                              Sum of                 Mean
Source                       Squares       D.F.     Square          F      Sig.

Between Groups             39408.7208       16     2463.0451     2.3732   .0017

Within Groups            1861901.6083     1794     1037.8493

                         Eta =   .1440   Eta Squared =   .0207
```

48.28

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Page  12   GRADE TEN MEANS FOR DISTRICTS                          10/3/91

Summaries of    TMATHS      Stanford Total Mathematics
By levels of    DISTRICT

     Value  Label                       Mean     Std Dev  Sum of Sq      Cases

        1   Affton                  670.2500     28.4058 18558.5000       · 24
        2   Bayless                 672.0000      2.8284     8.0000          2
        3   Brentwood               709.4000     29.7960  3551.2000          5
        4   Clayton                 700.9333     34.0199 16202.9333         15
        5   Hancock                 687.8182     33.3971 11153.6364         11
        6   Hazelwood               697.4375     31.8307 15197.9375         16
        7   Kirkwood                678.2069     34.7834 33876.7586         29
        8   Ladue                   692.3750     49.1323 16897.8750          8
        9   Lindbergh               665.9592     29.4257 41561.9184         49
       10   Mehville                677.1429     30.1870 75634.2857         84
       11   Parkway                 689.0892     40.4171 254832.752        157
       12   Pattonville             682.1509     34.4469 61702.7925         53
       13   Ritenour                673.8542     28.1795 37321.9792         48
       14   Rockwood                685.8857     33.1985 114622.629        105
       15   Valley Park             687.0000     28.5745  3266.0000          5
       16   Webster                 695.6000     57.3434 29594.4000         10
       17   Saint Louis             673.8579     34.2193 1341921.84       1147
                                 ---------------------------------------------
Within Groups Total                 677.0051     34.4319 2075905.43       1768


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Page  12   GRADE TEN MEANS FOR DISTRICTS                          10/3/91
Criterion Variable TMATHS

                            Analysis of Variance

                        Sum of                  Mean
Source                  Squares        D.F.     Square          F       Sig.

Between Groups        79263.5214        16     4953.9701      4.1786    .0000

Within Groups       2075905.4328      1751     1185.5542

                    Eta =  .1918   Eta Squared =  .0368
```

48.29

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Page  16   GRADE TEN MEANS FOR DISTRICTS                          10/3/91

Summaries of   WRTSC      Writing Assessment Score
By levels of   DISTRICT

     Value  Label                        Mean     Std Dev   Sum of Sq     Cases

         1  Affton                     3.0400       .8651     17.9600        25
         2  Bayless                    3.6667       .4082       .8333         6
         3  Brentwood                  3.1667       .8165      3.3333         6
         4  Clayton                    3.4286       .9972     12.9286        14
         5  Hancock                    3.2727       .8765      7.6818        11
         6  Hazelwood                  2.9000       .6866      6.6000        15
         7  Kirkwood                   3.5172       .7732     16.7414        29
         8  Ladue                      3.0000       .8452      5.0000         8
         9  Lindbergh                  3.0577       .7837     31.3269        52
        10  Mehville                   2.8313       .7083     41.1386        83
        11  Parkway                    3.2598       .8688    153.2304       204
        12  Pattonville                3.2551       .9136     40.0612        49
        13  Ritenour                   3.2188       .6677     20.9531        48
        14  Rockwood                   3.0223       .6890     52.6942       112
        15  Valley Park                2.8333       .7528      2.8333         6
        16  Webster                    3.5000       .9682      7.5000         9
        17  Saint Louis                3.2676       .8680    736.8836       979
                                   ------------------------------------------
Within Groups Total                    3.2183       .8404   1157.6997      1656


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Page  16   GRADE TEN MEANS FOR DISTRICTS                          10/3/91
Criterion Variable WRTSC


                           Analysis of Variance

                       Sum of                     Mean
Source                 Squares         D.F.      Square          F
Sig.

Between Groups           29.6359         16        1.8522       2.6223    .0005

Within Groups          1157.6997       1639         .7063

               Eta =   .1580     Eta Squared =   .0250
```

APPENDIX EIGHT

ANALYSIS OF ATTITUDE SURVEY ITEMS

NOTES TO HELP INTERPRET THE DATA IN APPENDIX EIGHT

The item responses are summarized in a set of four tables, one for each of the four grades. Each table is organized with the items summarized one after another on the left (the reader might want to refer to the full text of each item, which is in Appendix One) and this is followed by the mean response for each of the groups. The overall significance test for any differences among the four groups is indicated. Finally, along with the overall significance test results on the right, is a subscript attached to the mean in each cell which indicates whether that group's mean is significantly different from the transfer students' mean.

Observations:

a. For most attitude items, even those that are significant, the differences in the means are not great. A few exceptions occur, and these can be seen on the table and in the graphs provided in the next section.

b. The largest differences between the groups occur in the items having to do with the student's preference for school in the suburbs and his or her perception of parent's preference. In each case the direction of the differences indicates that the transfer students and atitudes reported for the parents have the most positive view of being in school in the suburbs.

c. In most cases, the four groups have reasonably similar responses. There appears to be a slightly less positive attitude among transfer students in 4, 6, and 8th grades. Clearly, there is a high correlation (relationship) of mean attitude across the groups.

d. At 10th grade, there is some indication that the four groups are more interchangeable in their attitudes (equivalent) than at the other grades. This is, of course, with the exception of those items having to do with preference for location of school.

Table 1. Grade Four Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.36[c]	1.41	1.39	1.49	yes
2	All student treated the same...	2.87[c]	2.90[c]	2.91	3.13	yes
3	Good grades with poor work...	3.68[c]	3.67[c]	3.61	3.46	yes
4	Classes make me work hard...	2.50	2.54	2.52	2.54	no
5	I get along with students...	2.10	2.03[c]	2.14	2.25	yes
6	I like my teachers...	1.77[c]	1.61[c]	2.09	2.05	yes
7	Students want others to do well...	2.51	2.57	2.46	2.58	no
8	Appear smart - students dislike...	3.38[c]	3.47	3.69	3.68	yes
9	Not always get schoolwork done...	2.86	2.76	2.79	2.75	no
10	I really try to do my best...	1.45	1.49	1.43	1.38	no
11	Old friends better than new ones...	2.93[c]	2.92[c]	3.10	3.16	yes
12	Like going to new places...	1.64	1.73	1.75	1.68	no
13	Blacks who talk like whites show off...	3.27	3.40	3.52	3.44	yes
14	White student could be good friend...	2.06[c]	1.93	1.90	1.89	yes
15	Like telling what I do in school...	2.16[c]	2.16[c]	2.23	2.41	yes
16	I am well liked in school...	2.35	2.29	2.40	2.32	no
17	Studying hard means doing well...	1.55[c]	1.60	1.55	1.70	yes
18	Good grades come from luck...	3.31	3.13[c]	3.60	3.45	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

49.1

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(continue...Grade Four)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Have curfew on school nights...	1.89[c]	1.83[c]	2.26	2.22	yes
20	Get homework help at home...	1.60	1.59	1.52	1.67	no
21	Retaliate for slight to friend...	3.31[c]	3.28[c]	3.18	3.03	yes
22.	Teachers opinions most important...	1.79[c]	1.86[c]	2.34	2.28	yes
23	Family wants me in suburban school...	3.45[c]	3.30[c]	3.60[c]	2.42	yes
24	I want to be in a suburban school...	3.39[c]	3.28[c]	3.63[c]	2.58	yes
25	I want to be in an urban school...	2.25[c]	2.25[c]	2.32[c]	3.53	yes
26	Like to read books for myself...	2.83[c]	2.94[c]	2.66	2.61	yes
27	Rather watch TV than read...	3.66[c]	3.65[c]	3.32	3.27	yes
28	Teachers expect good work...	1.38[c]	1.46	1.51	1.53	yes
29	Anger & bad feelings among students...	2.38[c]	2.39[c]	2.68	2.64	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

Table 2. Grade Six Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.38[c]	1.61	1.50[c]	1.71	yes
2	Students get punishment they deserve...	2.06[c]	2.13[c]	2.17[c]	2.44	yes
3	All students treated the same...	3.14[c]	3.21	3.22	3.39	yes
4	Good grades with poor work...	3.88[c]	3.74	3.91[c]	3.67	yes
5	Teachers like best work...	2.43[c]	2.39[c]	2.56	2.72	yes
6	Classes make me work hard...	2.49	2.49	2.36	2.40	no
7	Teachers expect good work...	1.58[c]	1.58[c]	1.62	1.71	yes
8	I like my teachers...	2.45	2.56	2.58	2.53	no
9	I get along with students...	2.30	2.31	2.12	2.29	yes
10	My teachers like me...	2.56	2.66	2.60	2.50	no
11	Anger & bad feelings among students...	2.45[c]	2.56[c]	2.73	2.81	yes
12	Students want others to do well...	3.06	3.04	3.07	2.95	no
13	No answer because students think...	3.68	3.58	3.67	3.58	no
14	Homework good - students dislike...	3.77[c]	3.76[c]	3.88	4.02	yes
15	Appear smart - students dislike...	3.62[c]	3.60[c]	3.89	3.90	yes
16	Cutting classes is OK...	4.32[c]	4.38[c]	4.28	4.12	yes
17	Not always get schoolwork done...	2.59[c]	2.45[c]	2.73	2.75	yes
18	I really try to do my best...	1.53	1.60	1.60	1.61	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Six)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Important to use time well...	1.49[c]	1.52	1.56	1.63	yes
20	Like to try new things...	2.13[c]	2.11[c]	1.95	1.95	yes
21	Old friends better than new ones...	3.42	3.33	3.56[c]	3.31	yes
22	Like going to new places...	1.73	1.65	1.57	1.65	yes
23	Blacks who talk like whites show off...	3.46	3.50	3.57	3.36	no
24	All race groups equally worthwhile...	2.16	2.19	1.79[c]	2.15	yes
25	Integration prepares for real world...	2.40[c]	2.22	1.87[c]	2.12	yes
26	White student could be good friend...	2.07[c]	1.87	1.84	1.93	yes
27	I only like people who are like me...	3.75[c]	3.76	4.01	3.91	yes
28	Like telling what I do in school...	2.61	2.64	2.69	2.73	no
29	I am well liked in school...	2.46[c]	2.50[c]	2.34	2.32	yes
30	Will be able to get a good job...	1.67	1.68	1.63	1.68	no
31	I think I am a very good person...	1.70	1.75	1.73	1.76	no
32	Studying hard means doing well...	1.57	1.54	1.57	1.64	no
33	Bad education is student fault...	2.41[c]	2.46[c]	2.69	2.75	yes
34	Good grades come from luck...	3.99	3.88	4.24	4.07	yes
35	Family wants me to be good student...	1.42	1.39	1.31	1.42	no
36	Family asks what happens in school...	2.07	2.10	1.94	2.04	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Six)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
37	Get homework help at home...	1.80	1.76	1.71	1.87	no
38	Have curfew on school nights...	1.93[c]	2.01[c]	2.15	2.32	yes
39	Retaliate for slight to friend...	3.45[c]	3.28[c]	3.33[c]	3.04	yes
40	Fighting between students is OK...	3.85[c]	3.77	3.67	3.58	yes
41	Teachers opinions most important...	2.25[c]	2.23[c]	2.63	2.70	yes
42	Suspension would be very upsetting...	2.02[c]	1.95[c]	1.99[c]	2.28	yes
43	Family wants me in suburban school...	3.48[c]	3.38[c]	3.67[c]	2.60	yes
44	I want to be in a suburban school...	3.44[c]	3.23[c]	3.69[c]	2.75	yes
45	I want to be in an urban school...	2.37[c]	2.59[c]	2.45[c]	3.52	yes
46	Black students better in suburbs...	3.48[c]	3.57[c]	3.87[c]	2.82	yes
47	Like to read newspaper or magazine...	2.26[c]	2.39[c]	2.39[c]	2.60	yes
48	Like to read books for myself...	2.73[c]	2.75[c]	2.50	2.39	yes
49	Rather watch TV than read...	3.44[c]	3.41[c]	3.00	2.93	yes
50	Set very high goals for myself...	1.85	1.93	1.81	1.86	no
51	Only happy when successful...	2.70	2.59[c]	2.81	2.79	yes
52	Want more success than friends...	2.35[c]	2.39[c]	2.38[c]	2.69	yes
53	Need to work hard to achieve goals...	1.37[c]	1.34[c]	1.34[c]	1.49	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

Table 3. Grade Eight Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
1	Principal wants students to do well...	1.46[c]	1.68[c]	1.56[c]	1.86	yes
2	Students get punishment they deserve...	2.29[c]	2.44[c]	2.48	2.68	yes
3	All students treated the same...	3.38[c]	3.43[c]	3.35[c]	3.89	yes
4	Good grades with poor work...	3.75	3.70	3.67	3.63	no
5	Teachers like best work...	2.49[c]	2.53	2.44[c]	2.69	yes
6	Classes make me work hard...	2.44	2.21	2.21	2.38	yes
7	Teachers expect good work...	1.55[c]	1.60[c]	1.54[c]	1.77	yes
8	I like my teachers...	2.29[c]	2.64	2.35[c]	2.81	yes
9	I get along with students...	2.18	2.23	1.98[c]	2.26	yes
10	My teachers like me...	2.46[c]	2.67	2.43[c]	2.71	yes
11	Anger & bad feelings among students...	2.62	2.57	2.96[c]	2.55	yes
12	Students want others to do well...	3.07	3.04	2.87[c]	3.20	yes
13	No answer because students think...	3.86	3.71	3.93	3.75	no
14	Homework good - students dislike...	3.91[c]	4.04	4.16	4.08	yes
15	Appear smart - students dislike...	3.84[c]	3.98	4.14	3.99	yes
16	Cutting classes is OK...	4.28[c]	4.26[c]	4.40[c]	3.99	yes
17	Not always get schoolwork done...	2.73	2.79	2.96	2.80	yes
18	I really try to do my best...	1.62[c]	1.68	1.64	1.82	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).
c. This group is significantly different from the transfer group.

(continue...Grade Eight)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Important to use time well...	1.52	1.50	1.49[c]	1.61	yes
20	Like to try new things...	2.06	2.14	1.88[c]	2.08	yes
21	Old friends better than new ones...	3.55[c]	3.43	3.59[c]	3.31	yes
22	Like going to new places...	1.71	1.65	1.55[c]	1.72	yes
23	Blacks who talk like whites show off...	3.63[c]	3.67	3.82[c]	3.43	yes
24	All race groups equally worthwhile...	2.10	2.11	1.81[c]	2.23	yes
25	Integration prepares for real world...	2.35[c]	2.05	1.73[c]	1.96	yes
26	White student could be good friend...	2.09	1.93	1.78[c]	1.98	yes
27	I only like people who are like me...	3.90	4.00	4.18[c]	3.88	yes
28	Like telling what I do in school...	2.75[c]	2.76	2.78	2.94	yes
29	I am well liked in school...	2.32	2.32	2.14	2.25	yes
30	Will be able to get a good job...	1.63	1.74	1.54	1.67	yes
31	I think I am a very good person...	1.61	1.55	1.63	1.68	no
32	Studying hard means doing well...	1.56[c]	1.57[c]	1.61	1.76	yes
33	Bad education is student fault...	2.61[c]	2.75	2.87	2.83	yes
34	Good grades come from luck...	4.39[c]	4.25	4.45[c]	4.24	yes
35	Family wants me to be good student...	1.37	1.32[c]	1.33[c]	1.45	yes
36	Family asks what happens in school...	2.06[c]	2.11	2.01[c]	2.24	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups (p<.05);
   No = it is not significantly different among groups (p>=.05).
c. This group is significantly different from the transfer group.

(continue...Grade Eight)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
37	Get homework help at home...	1.84[c]	1.90[c]	1.88[c]	2.13	yes
38	Have curfew on school nights...	2.01[c]	2.01[c]	2.01[c]	2.39	yes
39	Retaliate for slight to friend...	3.52[c]	3.27[c]	3.42[c]	3.01	yes
40	Fighting between students is OK...	3.92[c]	3.75[c]	3.81[c]	3.38	yes
41	Teachers opinions most important...	2.39[c]	2.37[c]	2.58[c]	2.96	yes
42	Suspension would be very upsetting...	2.17[c]	2.13[c]	2.01[c]	2.45	yes
43	Family wants me in suburban school...	3.62[c]	3.41[c]	3.74[c]	2.84	yes
44	I want to be in a suburban school...	3.56[c]	3.32[c]	3.66[c]	3.02	yes
45	I want to be in an urban school...	2.41[c]	2.81[c]	2.51[c]	3.26	yes
46	Black students better in suburbs...	3.63[c]	3.47[c]	3.70[c]	2.92	yes
47	Like to read newspaper or magazine...	2.26[c]	2.30[c]	2.34[c]	2.54	yes
48	Like to read books for myself...	2.60[c]	2.49	2.39	2.43	yes
49	Rather watch TV than read...	3.25[c]	3.20[c]	2.96[c]	2.76	yes
50	Set very high goals for myself...	1.73	1.67	1.60[c]	1.89	yes
51	Only happy when successful...	2.75[c]	2.58	2.72	2.53	yes
52	Want more success than friends...	2.20	2.19[c]	2.34	2.42	yes
53	Need to work hard to achieve goals...	1.27	1.25	1.23[c]	1.43	yes

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups (p<.05);
No = it is not significantly different among groups (p>=.05).
c. This group is significantly different from the transfer group.

Table 4. Grade Ten Survey

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)^b
item	content	Mean^a	Mean^a	Mean^a	Mean^a	
1	Principal wants students to do well...	1.60^c	1.43^c	2.01	2.07	yes
2	Students get punishment they deserve...	2.36^c	2.40^c	2.82	2.83	yes
3	All students treated the same...	3.37	3.53^c	3.91	3.97	yes
4	Good grades with poor work...	3.52	3.38	3.34^c	3.56	yes
5	Teachers like best work...	2.54^c	2.55	2.73	2.79	yes
6	Classes make me work hard...	2.35	2.44	2.48	2.37	no
7	Teachers expect good work...	1.74^c	1.65^c	1.91	1.96	yes
8	I like my teachers...	2.61	2.78	2.80	2.67	yes
9	I get along with students...	2.14	2.18	2.24	2.29	no
10	My teachers like me...	2.45	2.57	2.60	2.55	no
11	Anger & bad feelings among students...	2.39	2.32	2.55	2.43	no
12	Students want others to do well...	3.26	3.41	3.09	3.21	yes
13	No answer because students think...	3.87	3.76	4.04	3.85	yes
14	Homework good - students dislike...	3.89	3.98	4.08	4.05	no
15	Appear smart - students dislike...	3.79^c	3.90	4.07	4.02	yes
16	Cutting classes is OK...	4.04	4.08	3.80	3.90	yes
17	Not always get schoolwork done...	2.86	2.71	2.89	2.84	no
18	I really try to do my best...	1.76	1.94	1.86	1.90	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.

b. Yes = it is significantly different among groups ($p<.05$);
No = it is not significantly different among groups ($p>=.05$).

c. This group is significantly different from the transfer group.

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(continue...Grade Ten)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
19	Important to use time well...	1.56	1.48	1.57	1.56	no
20	Like to try new things...	2.15	2.00	2.00	2.12	no
21	Old friends better than new ones...	3.29	3.41	3.46	3.43	no
22	Like going to new places...	1.87	1.79	1.61	1.75	yes
23	Blacks who talk like whites show off...	3.43	3.46	3.46	3.22	yes
24	All race groups equally worthwhile...	2.06	2.23	2.17	2.23	no
25	Integration prepares for real world...	2.25[c]	2.14	1.98	1.93	yes
26	White student could be good friend...	2.22	2.37[c]	2.04	2.04	yes
27	I only like people who are like me...	3.77	3.84	3.76	3.89	no
28	Like telling what I do in school...	2.80	2.92	2.77	2.81	no
29	I am well liked in school...	2.20	2.23	2.25	2.29	no
30	Will be able to get a good job...	1.75	1.79	1.76	1.78	no
31	I think I am a very good person...	1.61	1.42	1.52	1.54	no
32	Studying hard means doing well...	1.70	1.61	1.83	1.77	no
33	Bad education is student fault...	2.75[c]	2.88	3.09	3.02	yes
34	Good grades come from luck...	4.18[c]	4.27	4.30	4.34	no
35	Family wants me to be good student...	1.49	1.37	1.40	1.40	no
36	Family asks what happens in school...	2.23	2.31	2.22	2.28	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.

b. Yes = it is significantly different among groups (p<.05);
No = it is not significantly different among groups (p>=.05).

c. This group is significantly different from the transfer group.

(continue...Grade Ten)

Variable		Non-integrated	Integrated	Magnet	Transfer	Significance (yes/no)[b]
item	content	Mean[a]	Mean[a]	Mean[a]	Mean[a]	
37	Get homework help at home...	2.10[c]	2.17	2.39	2.31	yes
38	Have curfew on school nights...	2.34	2.48	2.31	2.40	no
39	Retaliate for slight to friend...	3.33	3.34	3.14	3.18	yes
40	Fighting between students is OK...	3.81[c]	3.63	3.53	3.58	yes
41	Teachers opinions most important...	2.53[c]	2.61[c]	2.82	3.01	yes
42	Suspension would be very upsetting...	2.09	2.20	2.18	2.22	no
43	Family wants me in suburban school...	3.68[c]	3.76[c]	3.89[c]	2.98	yes
44	I want to be in a suburban school...	3.63[c]	3.88[c]	3.74[c]	2.99	yes
45	I want to be in an urban school...	2.37[c]	2.29[c]	2.58[c]	3.32	yes
46	Black students better in suburbs...	3.65[c]	3.86[c]	3.84[c]	3.03	yes
47	Like to read newspaper or magazine...	2.23	2.18	2.08[c]	2.34	yes
48	Like to read books for myself...	2.41	2.45	2.18[c]	2.45	yes
49	Rather watch TV than read...	3.23[c]	3.01	3.04	2.86	yes
50	Set very high goals for myself...	1.79	1.76	1.66	1.71	no
51	Only happy when successful...	2.47	2.55	2.60	2.57	no
52	Want more success than friends...	2.06	2.10	2.24	2.19	no
53	Need to work hard to achieve goals...	1.34	1.32	1.36	1.38	no

a. 1=strongly agree; 2=agree; 3=neutral; 4=disagree; 5=strongly disagree.
b. Yes = it is significantly different among groups (p<.05);
No = it is not significantly different among groups (p>=.05).
c. This group is significantly different from the transfer group.

APPENDIX NINE

PRE-TRANSFER INFORMATION

1991

```
Page 9        GRADE FOUR                                     9/27/91

Summaries of    CTBYR
By levels of    GROUP

                                            Mean    Std Dev     Cases

For Entire Population                     87.8274     .4756      2688

GROUP              1  Non Integrated      87.9040     .3697      1406
GROUP              2  Integrated          87.9244     .3232       582
GROUP              3  Magnet              87.9341     .3140       273
GROUP              4  Transfer            87.3747     .7252       427

  Total Cases =     3334
Missing Cases =      646 OR  19.4 PCT.
------------------------------------------------------------------------------

Criterion Variable CTBYR

                             Analysis of Variance

                           Sum of                 Mean
Source                     Squares      D.F.     Square          F       Sig.

Between Groups            104.3335         3     34.7778    185.3634    .0000

Within Groups             503.5713      2684       .1876

                      Eta =  .4143    Eta Squared =  .1716
------------------------------------------------------------------------------
```

50.2

```
Page 10        GRADE FOUR                                  9/27/91

Summaries of   CTBBAT     CAT77 Battery Total NCE
By levels of   GROUP

                                            Mean     Std Dev     Cases

For Entire Population                     56.2627    16.1147      2394

GROUP             1  Non Integrated       56.2137    15.6625      1315
GROUP             2  Integrated           53.8077    14.7984       546
GROUP             3  Magnet               62.3346    18.4725       260
GROUP             4  Transfer             55.6264    16.9732       273

  Total Cases =     3334
Missing Cases =      940 OR  28.2 PCT.
------------------------------------------------------------------------------

Criterion Variable CTBBAT


                          Analysis of Variance

                      Sum of                    Mean
Source                Squares        D.F.       Square          F       Sig.

Between Groups      12990.1965          3    4330.0655     17.0091     .0000

Within Groups      608431.5399       2390     254.5739

                 Eta =  .1446    Eta Squared =  .0209
------------------------------------------------------------------------------
```

50.3

```
Page 11        GRADE FOUR                                   9/27/91

Summaries of   CTBRD      CAT77 Reading Total NCE
By levels of   GROUP

                                         Mean     Std Dev    Cases

For Entire Population                  55.6319    16.5384     2665

GROUP           1  Non Integrated      55.1361    16.1848     1389
GROUP           2  Integrated          52.4550    15.8655      578
GROUP           3  Magnet              60.4428    17.3872      271
GROUP           4  Transfer            58.4918    16.9417      427

  Total Cases =     3334
Missing Cases =      669 OR  20.1 PCT.
-----------------------------------------------------------------------------

Criterion Variable CTBRD

                             Analysis of Variance

                        Sum of                   Mean
Source                  Squares        D.F.      Square          F       Sig.

Between Groups         15939.6908         3     5313.2303    19.8375    .0000

Within Groups         712716.1982      2661      267.8377

                      Eta =  .1479    Eta Squared =  .0219
-----------------------------------------------------------------------------
```

50.4

```
Page 12        GRADE FOUR                                          9/27/91

Summaries of   CTBMAT     CAT77 Mathematics Total NCE
By levels of   GROUP

                                                Mean     Std Dev     Cases

For Entire Population                        59.3468     17.7329      2422

GROUP               1  Non Integrated        59.1764     17.6096      1332
GROUP               2  Integrated            57.7942     16.5827       554
GROUP               3  Magnet                64.6426     19.0372       263
GROUP               4  Transfer              58.2271     18.4357       273

  Total Cases =     3334
Missing Cases =      912 OR  27.4 PCT.
------------------------------------------------------------------------------

Criterion Variable CTBMAT


                              Analysis of Variance

                           Sum of                  Mean
Source                     Squares       D.F.     Square          F       Sig.

Between Groups            9092.2668         3    3030.7556     9.7425     .0000

Within Groups           752206.4038      2418     311.0862

                      Eta =  .1093   Eta Squared =  .0119
------------------------------------------------------------------------------
```

50.5

```
Page 13        GRADE FOUR                                    9/27/91

Summaries of   COGYR      COGAT Year Taken
By levels of   GROUP

                                            Mean     Std Dev     Cases

For Entire Population                     89.5153     1.1818      2870

GROUP              1  Non Integrated      89.8084      .7549      1587
GROUP              2  Integrated          89.7921      .7663       683
GROUP              3  Magnet              89.9780      .2438       318
GROUP              4  Transfer            86.6738      .7306       282

  Total Cases =    3334
Missing Cases =     464 OR  13.9 PCT.
----------------------------------------------------------------------------

Criterion Variable COGYR

                       Analysis of Variance

                        Sum of                Mean
Source                  Squares     D.F.     Square          F       Sig.

Between Groups         2533.7495      3     844.5832  1643.2116    .0000

Within Groups          1473.0759   2866        .5140

                   Eta =  .7952    Eta Squared =  .6324
----------------------------------------------------------------------------
```

50.6

```
Page 14       GRADE FOUR                                      9/27/91

Summaries of  COGGR      COGAT Grade When Taken
By levels of  GROUP

                                             Mean    Std Dev    Cases

For Entire Population                       3.5784    1.0317     2870

GROUP             1  Non Integrated         3.8267     .6837     1587
GROUP             2  Integrated             3.8214     .7308      683
GROUP             3  Magnet                 3.9843     .2170      318
GROUP             4  Transfer               1.1348     .4578      282

  Total Cases =     3334
Missing Cases =      464 OR  13.9 PCT.
---------------------------------------------------------------------------

Criterion Variable COGGR


                          Analysis of Variance

                          Sum of                 Mean
Source                    Squares       D.F.     Square        F         Sig.

Between Groups           1874.5047        3     624.8349  1518.4363    .0000

Within Groups            1179.3559     2866        .4115

                      Eta =  .7835    Eta Squared =  .6138
---------------------------------------------------------------------------
```

```
Page 15        GRADE FOUR                                      9/27/91

Summaries of   COGNV      COGAT Non-Verbal Stnd Age Score
By levels of   GROUP

                                                Mean     Std Dev    Cases

For Entire Population                          92.0726    14.8761     2687

GROUP               1  Non Integrated          90.6584    14.5076     1537
GROUP               2  Integrated              90.8115    13.8131      663
GROUP               3  Magnet                  97.2070    14.0218      314
GROUP               4  Transfer               100.1503    18.6123      173

  Total Cases =     3334
Missing Cases =      647 OR  19.4 PCT.
-----------------------------------------------------------------------------

Criterion Variable COGNV


                              Analysis of Variance

                         Sum of                  Mean
Source                  Squares        D.F.     Square         F        Sig.

Between Groups         23694.1052        3     7898.0351    37.1295    .0000

Within Groups         570716.7433     2683      212.7159

                       Eta =  .1997   Eta Squared =  .0399
-----------------------------------------------------------------------------
```

50.8

```
Page 16        GRADE FOUR                                           9/27/91

Summaries of   COGV      COGAT Verbal Stnd Age Score
By levels of   GROUP

                                                Mean     Std Dev     Cases

For Entire Population                         88.1634    13.8504      2711

GROUP              1  Non Integrated          86.9819    13.5064      1550
GROUP              2  Integrated              86.3813    13.1050       674
GROUP              3  Magnet                  95.8025    15.0343       314
GROUP              4  Transfer                91.8266    12.2969       173

  Total Cases =     3334
Missing Cases =      623 OR  18.7 PCT.
-------------------------------------------------------------------------------

Criterion Variable COGV


                              Analysis of Variance

                             Sum of                  Mean
Source                      Squares       D.F.      Square          F        Sig.

Between Groups            24949.5558        3     8316.5186     45.4877     .0000

Within Groups            494921.0543     2707      182.8301

                       Eta =  .2191    Eta Squared =  .0480
------------------------------------------------------------------------------
```

50.9

```
Page 17       GRADE FOUR                                    9/27/91

Summaries of   COGQ       COGAT Quantitative Stnd Age Score
By levels of   GROUP

                                            Mean      Std Dev     Cases

For Entire Population                     87.7934     14.7732      2710

GROUP              1  Non Integrated      86.5757     14.4795      1553
GROUP              2  Integrated          86.7700     14.2451       674
GROUP              3  Magnet              95.4935     14.9849       310
GROUP              4  Transfer            88.9133     14.9199       173

  Total Cases =    3334
Missing Cases =      624 OR  18.7 PCT.
-------------------------------------------------------------------------------

Criterion Variable COGQ


                           Analysis of Variance

                         Sum of                    Mean
Source                   Squares         D.F.     Square          F        Sig.

Between Groups         21606.3794          3    7202.1265    34.2136    .0000

Within Groups         569625.9011       2706     210.5048

                      Eta =   .1912    Eta Squared =   .0365
-------------------------------------------------------------------------------
```

50.10

```
Page 18        GRADE FOUR                                   9/27/91

Summaries of   COGPRM     COGAT Primary Stnd Age Score
By levels of   GROUP

                                           Mean     Std Dev    Cases

For Entire Population                   86.7846      9.7337      130

GROUP            1  Non Integrated      83.8333     10.5063       18
GROUP            2  Integrated          80.2000     13.1985        5
GROUP            4  Transfer            87.5888      9.3192      107

  Total Cases =    3334
Missing Cases =    3204 OR  96.1 PCT.
---------------------------------------------------------------------------

Criterion Variable COGPRM


                          Analysis of Variance

                        Sum of                  Mean
Source                 Squares       D.F.      Square          F      Sig.

Between Groups        442.7627          2    221.3813     2.3869     .0960

Within Groups       11779.2065        127     92.7497

                 Eta =  .1903    Eta Squared =  .0362
---------------------------------------------------------------------------
```

```
Page 9          GRADE SIX                                       9/25/91

Summaries of    CTBYR
By levels of    GROUP

                                                 Mean    Std Dev      Cases

For Entire Population                         87.5063     1.0273       2544

GROUP             1  Non Integrated           87.7722      .7389       1115
GROUP             2  Integrated               87.7500      .7536        480
GROUP             3  Magnet                   87.8274      .6336        365
GROUP             4  Transfer                 86.5976     1.3295        584

  Total Cases =     2962
Missing Cases =      418 OR  14.1 PCT.
------------------------------------------------------------------------------

Criterion Variable CTBYR


                          Analysis of Variance

                          Sum of                  Mean
Source                    Squares       D.F.      Square          F       Sig.

Between Groups           627.1986          3    209.0662   258.1942      .0000

Within Groups           2056.7008       2540       .8097

                    Eta =  .4834    Eta Squared =  .2337
------------------------------------------------------------------------------
```

50.12

```
Page 10        GRADE SIX                                          9/25/91

Summaries of   CTBBAT     CAT77 Battery Total NCE
By levels of   GROUP

                                                Mean     Std Dev    Cases

For Entire Population                         51.9458    15.6271     2378

GROUP              1  Non Integrated          50.5570    14.7289     1079
GROUP              2  Integrated              49.0108    14.3454      464
GROUP              3  Magnet                  57.8194    17.6589      360
GROUP              4  Transfer                53.5158    15.8922      475

  Total Cases =     2962
Missing Cases =      584 OR  19.7 PCT.
-----------------------------------------------------------------------------

Criterion Variable CTBBAT


                         Analysis of Variance

                         Sum of                   Mean
Source                   Squares       D.F.      Square          F       Sig.

Between Groups         19668.9158         3    6556.3053    27.7541    .0000

Within Groups         560807.0863      2374     236.2288

                   Eta =   .1841    Eta Squared =   .0339
-----------------------------------------------------------------------------
```

```
Page 11        GRADE SIX                                          9/25/91

Summaries of   CTBRD       CAT77 Reading Total NCE
By levels of   GROUP

                                                Mean      Std Dev     Cases

For Entire Population                         48.7244     15.2655      2522

GROUP              1  Non Integrated          46.9629     14.1837      1106
GROUP              2  Integrated              45.1832     14.0479       475
GROUP              3  Magnet                  53.6006     16.2686       363
GROUP              4  Transfer                51.9429     16.2211       578

  Total Cases =     2962
Missing Cases =      440 OR  14.9 PCT.
--------------------------------------------------------------------------------

Criterion Variable CTBRD

                            Analysis of Variance

                          Sum of                     Mean
Source                    Squares         D.F.       Square           F       Sig.

Between Groups          24006.7342          3      8002.2447     35.7596     .0000

Within Groups          563474.7412       2518       223.7787

                       Eta =  .2021    Eta Squared =  .0409
--------------------------------------------------------------------------------
```

```
Page 11        GRADE SIX                                              9/25/91

Summaries of   CTBRD      CAT77 Reading Total NCE
By levels of   GROUP

                                                 Mean     Std Dev     Cases

For Entire Population                          48.7244    15.2655      2522

GROUP                1  Non Integrated         46.9629    14.1837      1106
GROUP                2  Integrated             45.1832    14.0479       475
GROUP                3  Magnet                 53.6006    16.2686       363
GROUP                4  Transfer               51.9429    16.2211       578

  Total Cases =     2962
Missing Cases =      440 OR  14.9 PCT.
------------------------------------------------------------------------------

Criterion Variable CTBRD


                          Analysis of Variance

                             Sum of                     Mean
Source                      Squares        D.F.        Square          F        Sig.

Between Groups             24006.7342         3      8002.2447     35.7596    .0000

Within Groups             563474.7412      2518       223.7787

                        Eta =  .2021     Eta Squared =  .0409
------------------------------------------------------------------------------
```

50.15

```
Page 12        GRADE SIX                                         9/25/91

Summaries of   CTBMAT     CAT77 Mathematics Total NCE
By levels of   GROUP

                                               Mean     Std Dev     Cases

For Entire Population                        53.3019    15.5024      2395

GROUP              1  Non Integrated         52.1070    14.8305      1084
GROUP              2  Integrated             51.0959    14.6394       469
GROUP              3  Magnet                 58.0856    16.7009       362
GROUP              4  Transfer               54.5479    16.0434       480

  Total Cases =     2962
Missing Cases =      567 OR  19.1 PCT.
------------------------------------------------------------------------------

Criterion Variable CTBMAT


                              Analysis of Variance

                          Sum of                     Mean
Source                   Squares          D.F.       Square          F       Sig.

Between Groups         12859.2293           3      4286.4098     18.2208    .0000

Within Groups         562477.5122        2391       235.2478

                      Eta =  .1495    Eta Squared =  .0224
------------------------------------------------------------------------------
```

```
Page 13         GRADE SIX                                        9/25/91

Summaries of    COGYR      COGAT Year Taken
By levels of    GROUP


                                            Mean     Std Dev    Cases

For Entire Population                      87.5211    1.4681     2608

GROUP             1  Non Integrated        87.8726    1.1153     1193
GROUP             2  Integrated            87.9584    1.1206      529
GROUP             3  Magnet                88.0614     .9565      407
GROUP             4  Transfer              85.7035    1.5524      479

  Total Cases =     2962
Missing Cases =      354 OR  12.0 PCT.
------------------------------------------------------------------------------

Criterion Variable COGYR


                             Analysis of Variance

                         Sum of                    Mean
Source                   Squares        D.F.      Square          F       Sig

Between Groups          1949.7530         3      649.9177    461.2552    .0000

Within Groups           3669.0871      2604        1.4090

                      Eta =  .5891    Eta Squared =  .3470
------------------------------------------------------------------------------
```

50..17

```
Page 14        GRADE SIX                                          9/25/91

Summaries of   COGGR       COGAT Grade When Taken
By levels of   GROUP

                                               Mean    Std Dev     Cases

For Entire Population                        3.6599     1.3099      2608

GROUP              1  Non Integrated         3.9606      .9980      1193
GROUP              2  Integrated             4.0851     1.0011       529
GROUP              3  Magnet                 4.1229      .8332       407
GROUP              4  Transfer               2.0480     1.4023       479

  Total Cases =      2962
Missing Cases =       354 OR  12.0 PCT.
------------------------------------------------------------------------------

Criterion Variable COGGR

                           Analysis of Variance

                           Sum of                Mean
Source                     Squares      D.F.     Square          F      Sig.

Between Groups           1535.2513        3    511.7504   453.5619    .0000

Within Groups            2938.0735     2604      1.1283

                      Eta =  .5858    Eta Squared =  .3432
------------------------------------------------------------------------------
```

```
Page 15        GRADE SIX                                          9/25/91

Summaries of   COGNV      COGAT Non-Verbal Stnd Age Score
By levels of   GROUP

                                                  Mean     Std Dev     Cases

For Entire Population                           90.4155    14.4820      2101

GROUP               1  Non Integrated           88.6428    13.9473      1075
GROUP               2  Integrated               89.4948    13.9744       479
GROUP               3  Magnet                   96.1830    15.1676       388
GROUP               4  Transfer                 91.1006    14.3126       159

  Total Cases =     2962
Missing Cases =       861 OR  29.1 PCT.
----------------------------------------------------------------------

Criterion Variable COGNV


                          Analysis of Variance

                          Sum of                  Mean
Source                   Squares       D.F.      Square         F        Sig

Between Groups          16765.2879       3      5588.4293    27.6609    .0000

Within Groups          423664.9662    2097       202.0338

                      Eta =   .1951    Eta Squared =   .0381
----------------------------------------------------------------------
```

50.19

```
Page 16       GRADE SIX                                       9/25/91

Summaries of  COGV        COGAT Verbal Stnd Age Score
By levels of  GROUP

                                              Mean     Std Dev    Cases

For Entire Population                       88.2755    13.6390     2105

GROUP              1  Non Integrated        86.2542    12.6602     1074
GROUP              2  Integrated            85.9423    12.8466      485
GROUP              3  Magnet                96.2661    14.6789      387
GROUP              4  Transfer              89.5975    12.4128      159

  Total Cases =     2962
Missing Cases =      857 OR  28.9 PCT.
------------------------------------------------------------------------------

Criterion Variable COGV

                          Analysis of Variance

                          Sum of                   Mean
Source                    Squares       D.F.      Square          F       Sig.

Between Groups         32016.3748          3   10672.1249    62.3922     .0000

Within Groups         359373.8152       2101     171.0489

                      Eta =  .2860   Eta Squared =  .0818
------------------------------------------------------------------------------
```

50 .20

```
Page 17       GRADE SIX                                          9/25/91

Summaries of  COGQ       COGAT Quantitative Stnd Age Score
By levels of  GROUP


                                             Mean      Std Dev     Cases

For Entire Population                       87.5189    14.6629      2118

GROUP             1  Non Integrated         85.5952    14.1928      1087
GROUP             2  Integrated             85.7510    13.8227       486
GROUP             3  Magnet                 93.8814    15.6503       388
GROUP             4  Transfer               90.5860    12.9640       157

  Total Cases =     2962
Missing Cases =       844 OR  28.5 PCT.
--------------------------------------------------------------------------------

Criterion Variable COGQ


                            Analysis of Variance

                            Sum of                    Mean
Source                      Squares        D.F.      Square        F        Sig.

Between Groups            22725.3394         3     7575.1131    37.0320    .0000

Within Groups            432431.4052      2114      204.5560

                        Eta =  .2234    Eta Squared =  .0499
--------------------------------------------------------------------------------
```

50 .21

```
Summaries of    COGPRM     COGAT Primary Stnd Age Score
By levels of    GROUP

                      Mean     Std Dev    Cases

For Entire Population                        89.7257    10.3645       452

GROUP              1  Non Integrated         85.8842    11.1735        95
GROUP              2  Integrated             90.6250     9.7078        32
GROUP              3  Magnet                 90.4000     9.2875        15
GROUP              4  Transfer               90.7774     9.9847       310

  Total Cases =    2962
Missing Cases =    2510 OR  84.7 PCT.
------------------------------------------------------------------------------

Criterion Variable COGPRM


                             Analysis of Variance

                             Sum of                     Mean
Source                      Squares          D.F.      Square          F      Sig.

Between Groups             1777.5140          3       592.5047      5.6876   .0008

Within Groups             46670.4683        448       104.1752

                        Eta =   .1915    Eta Squared =  .0367
------------------------------------------------------------------------------
```

50.22

```
Page  9       GRADE EIGHT                                      9/26/91

Summaries of   CTBYR
By levels of   GROUP

                                             Mean     Std Dev     Cases

For Entire Population                      87.1837     1.4616      2205

GROUP              1  Non Integrated       87.6339     1.0248       825
GROUP              2  Integrated           87.5465     1.0762       333
GROUP              3  Magnet               87.7207      .9204       376
GROUP              4  Transfer             86.1490     1.7717       671

  Total Cases =     2485
Missing Cases =       280 OR  11.3 PCT.
-------------------------------------------------------------------------------

Criterion Variable CTBYR


                               Analysis of Variance

                            Sum of                  Mean
Source                     Squares       D.F.      Square          F       Sig.

Between Groups            1037.8590        3      345.9530    207.4349    .0000

Within Groups             3670.7533     2201        1.6678

                         Eta =  .4695    Eta Squared =  .2204
-------------------------------------------------------------------------------
```

50 .23

```
Page  10      GRADE EIGHT                                     9/26/91

Summaries of   CTBBAT     CAT77 Battery Total NCE
By levels of   GROUP

                                          Mean     Std Dev     Cases

For Entire Population                   54.3522    15.4907      2121

GROUP               1  Non Integrated   53.5851    14.7658       805
GROUP               2  Integrated       51.7730    13.9585       326
GROUP               3  Magnet           60.5550    16.7706       373
GROUP               4  Transfer         52.9660    15.4634       617

  Total Cases =     2485
Missing Cases =       364 OR  14.6 PCT.
-------------------------------------------------------------------------------

Criterion Variable CTBBAT

                             Analysis of Variance

                              Sum of                   Mean
Source                       Squares        D.F.      Square           F       Sig.

Between Groups             18178.8802         3     6059.6267    26.1512     .0000

Within Groups             490541.0321      2117      231.7152

                        Eta =  .1890    Eta Squared =  .0357
-------------------------------------------------------------------------------
```

50.24

```
Summaries of   CTBRD      CAT77 Reading Total NCE
By levels of   GROUP

                                           Mean     Std Dev    Cases

For Entire Population                    49.8803    14.3462     2198

GROUP            1  Non Integrated       48.7329    13.9102      820
GROUP            2  Integrated           47.0816    12.9714      331
GROUP            3  Magnet               54.8910    14.5436      376
GROUP            4  Transfer             49.8554    14.7488      671

  Total Cases =     2485
Missing Cases =      287 OR  11.5 PCT.
-----------------------------------------------------------------------

Criterion Variable CTBRD


                          Analysis of Variance

                            Sum of                 Mean
Source                     Squares       D.F.     Square         F      Sig.

Between Groups           13112.7155        3    4370.9052   21.8417   .0000

Within Groups           439056.8155     2194     200.1171

                      Eta =  .1703    Eta Squared =  .0290
-----------------------------------------------------------------------
```

50.25

```
Page  11      GRADE EIGHT                                        9/26/91

Summaries of   CTBMAT     CAT77 Mathematics Total NCE
By levels of   GROUP

                                                  Mean    Std Dev     Cases

For Entire Population                           55.4260   16.6094      2129

GROUP              1  Non Integrated            55.1001   15.9128       809
GROUP              2  Integrated                53.6951   15.7596       328
GROUP              3  Magnet                    60.9625   17.7032       373
GROUP              4  Transfer                  53.4330   16.5708       619

  Total Cases =     2485
Missing Cases =      356 OR  14.3 PCT.
-----------------------------------------------------------------------------

Criterion Variable CTBMAT


                               Analysis of Variance

                            Sum of                      Mean
Source                     Squares        D.F.         Square          F       Sig.

Between Groups           14960.7540         3       4986.9180     18.5234    .0000

Within Groups           572097.8444      2125        269.2225

                      Eta =   .1596    Eta Squared =  .0255
------------------------------------------------------------------------------
```

```
Page  13       GRADE EIGHT                                          9/26/91

Summaries of   COGYR      COGAT Year Taken
By levels of   GROUP

                                              Mean     Std Dev     Cases

For Entire Population                       87.5824     2.1786      2227

GROUP                1  Non Integrated      88.5371     1.4430       877
GROUP                2  Integrated          88.4101     1.5853       356
GROUP                3  Magnet              88.8454      .9543       414
GROUP                4  Transfer            84.7293     1.3457       580

  Total Cases =     2485
Missing Cases =      258 OR  10.4 PCT.
-------------------------------------------------------------------------------

Criterion Variable COGYR


                             Analysis of Variance

                        Sum of                   Mean
Source                  Squares        D.F.     Square          F        Sig.

Between Groups        6424.8528          3    2141.6176   1149.7397    .0000

Within Groups         4140.7772       2223       1.8627

                   Eta =  .7798    Eta Squared =  .6081
-------------------------------------------------------------------------------
```

50 .27

```
Page  14       GRADE EIGHT                                       9/26/91

Summaries of   COGGR      COGAT Grade When Taken
By levels of   GROUP

                          Mean    Std Dev    Cases

For Entire Population                           5.6691     2.0379      2227

GROUP                 1  Non Integrated         6.5656     1.3248       877
GROUP                 2  Integrated             6.4045     1.5103       356
GROUP                 3  Magnet                 6.8478      .9145       414
GROUP                 4  Transfer               3.0207     1.3219       580

  Total Cases =     2485
Missing Cases =      258 OR  10.4 PCT.
------------------------------------------------------------------------------

Criterion Variable COGGR


                              Analysis of Variance

                               Sum of                  Mean
Source                        Squares        D.F.      Square          F       Sig.

Between Groups               5540.7007         3     1846.9002  1108.3203   .0000

Within Groups                3704.3976      2223        1.6664

                           Eta =  .7742    Eta Squared =  .5993
------------------------------------------------------------------------------
```

50.28

```
Page  15      GRADE EIGHT                                  9/26/91

Summaries of    COGNV      COGAT Non-Verbal Stnd Age Score
By levels of    GROUP

                     Mean     Std Dev    Cases

For Entire Population                      92.5938     12.0744      2026

GROUP           1  Non Integrated          91.7148     11.6261       838
GROUP           2  Integrated              90.8006     11.3760       336
GROUP           3  Magnet                  96.3951     11.7284       405
GROUP           4  Transfer                92.1454     13.0103       447

  Total Cases =     2485
Missing Cases =      459 OR  18.5 PCT.
----------------------------------------------------------------------------

Criterion Variable COGNV


                          Analysis of Variance

                         Sum of                    Mean
Source                  Squares        D.F.       Square          F       Sig.

Between Groups         7669.8670          3     2556.6223    17.9774   .0000

Within Groups        287554.8146       2022      142.2131

                     Eta =  .1612    Eta Squared =  .0260
----------------------------------------------------------------------------
```

50.29

```
Page  16      GRADE EIGHT                                          9/26/91

Summaries of   COGV       COGAT Verbal Stnd Age Score
By levels of   GROUP

                                               Mean      Std Dev     Cases

For Entire Population                        89.4633     11.9552      2044

GROUP              1  Non Integrated         86.6856     10.8636       846
GROUP              2  Integrated             85.4985     10.4955       337
GROUP              3  Magnet                 94.1127     12.6949       408
GROUP              4  Transfer               93.4128     11.7081       453

  Total Cases =     2485
Missing Cases =      441 OR  17.7 PCT.
---------------------------------------------------------------------------

Criterion Variable COGV


                             Analysis of Variance

                          Sum of                    Mean
Source                   Squares         D.F.       Square          F       Sig.

Between Groups          27711.0153          3     9237.0051     71.2987    .0000

Within Groups          264289.2328       2040      129.5535

                     Eta =  .3081    Eta Squared =  .0949
---------------------------------------------------------------------------
```

50 .30

```
Page  17      GRADE EIGHT                                9/26/91

Summaries of    COGQ      COGAT Quantitative Stnd Age Score
By levels of    GROUP

                                          Mean     Std Dev     Cases

For Entire Population                   89.7910    13.0522      2038

GROUP             1  Non Integrated     87.4459    12.4574       841
GROUP             2  Integrated         86.9677    12.6657       341
GROUP             3  Magnet             94.8227    13.3366       406
GROUP             4  Transfer           91.7733    12.5481       450

  Total Cases =     2485
Missing Cases =      447 OR  18.0 PCT.
------------------------------------------------------------------------------

Criterion Variable COGQ


                          Analysis of Variance

                         Sum of                  Mean
Source                   Squares       D.F.      Square           F      Sig.

Between Groups         19390.4088        3     6463.4696     40.1263    .0000

Within Groups         327632.5450     2034      161.0779

                       Eta =  .2364    Eta Squared =  .0559
------------------------------------------------------------------------------
```

50 .31

```
Page  18       GRADE EIGHT                                          9/26/91

Summaries of   COGPRM     COGAT Primary Stnd Age Score
By levels of   GROUP

                                                 Mean     Std Dev      Cases

For Entire Population                          87.0959    11.8487        146

GROUP              1  Non Integrated           76.3077     7.8781         13
GROUP              2  Integrated               79.9000    11.5706         10
GROUP              3  Magnet                   88.3333    10.5987          3
GROUP              4  Transfer                 88.8333    11.5171        120

  Total Cases =    2485
Missing Cases =    2339 OR  94.1 PCT.
-------------------------------------------------------------------------------

Criterion Variable COGPRM


                          Analysis of Variance

                        Sum of                     Mean
Source                  Squares        D.F.       Square          F       Sig.

Between Groups         2397.6550         3       799.2183      6.3193   .0005

Within Groups         17959.0026       142       126.4718

                      Eta =  .3432    Eta Squared =  .1178
-------------------------------------------------------------------------------
```

50 .32

```
Page  7        GRADE TEN                                        9/26/91

Summaries of   CTBYR
By levels of   GROUP

                                              Mean     Std Dev     Cases

For Entire Population                       86.8393     1.8216      2097

GROUP              1  Non Integrated        87.1729     1.6685       613
GROUP              2  Integrated            87.3061     1.6262       330
GROUP              3  Magnet                87.3985     1.5375       389
GROUP              4  Transfer              86.0863     1.9035       765

  Total Cases =     2353
Missing Cases =      256 OR  10.9 PCT.
----------------------------------------------------------------------------

Criterion Variable CTBYR


                              Analysis of Variance

                         Sum of                     Mean
Source                   Squares        D.F.        Square          F       Sig.

Between Groups           695.5388          3      231.8463     77.5253    .0000

Within Groups           6259.3033       2093        2.9906

                   Eta =  .3162    Eta Squared =  .1000
----------------------------------------------------------------------------
```

5a.33

```
Page  8        GRADE TEN                                       9/26/91

Summaries of   CTBBAT     CAT77 Battery Total NCE
By levels of   GROUP

                                            Mean     Std Dev     Cases

For Entire Population                     53.7120    14.3104      2073

GROUP            1  Non Integrated        50.2500    13.5101       608
GROUP            2  Integrated            51.8235    13.5984       323
GROUP            3  Magnet                57.9636    14.5514       385
GROUP            4  Transfer              55.1361    14.3530       757

  Total Cases =    2353
Missing Cases =      280 OR  11.9 PCT.
-----------------------------------------------------------------------------

Criterion Variable CTBBAT


                       Analysis of Variance

                        Sum of                  Mean
Source                 Squares       D.F.      Square          F      Sig.

Between Groups       16933.6534         3    5644.5511    28.6670    .0000

Within Groups       407387.4176      2069     196.9006

                  Eta =  .1998    Eta Squared =  .0399
-----------------------------------------------------------------------------
```

50.34

```
Page  9        GRADE TEN                                     9/26/91

Summaries of   CTBRD      CAT77 Reading Total NCE
By levels of   GROUP

                                               Mean     Std Dev    Cases

For Entire Population                         49.8478   14.1370     2089

GROUP             1  Non Integrated           46.8592   13.5625      611
GROUP             2  Integrated               47.5810   14.2456      327
GROUP             3  Magnet                   53.9227   14.3094      388
GROUP             4  Transfer                 51.1402   13.7868      763

  Total Cases =     2353
Missing Cases =      264 OR  11.2 PCT.
---------------------------------------------------------------------

Criterion Variable CTBRD


                          Analysis of Variance

                         Sum of                 Mean
Source                   Squares       D.F.    Square         F      Sig.

Between Groups         14854.4193         3   4951.4731   25.6530   .0000

Within Groups         402441.1729      2085    193.0173

                       Eta =  .1887    Eta Squared =  .0356
---------------------------------------------------------------------
```

50.35

```
Page  10       GRADE TEN                                   9/26/91

Summaries of   CTBMAT     CAT77 Mathematics Total NCE
By levels of   GROUP

                                              Mean      Std Dev     Cases

For Entire Population                       55.1365     15.4144      2081

GROUP              1  Non Integrated        51.5304     15.1158       609
GROUP              2  Integrated            53.9052     14.4343       327
GROUP              3  Magnet                59.0337     14.9326       386
GROUP              4  Transfer              56.5784     15.6508       759

  Total Cases =     2353
Missing Cases =      272 OR  11.6 PCT.
-------------------------------------------------------------------------------

Criterion Variable CTBMAT


                             Analysis of Variance

                          Sum of                      Mean
Source                   Squares        D.F.         Square          F       Sig.

Between Groups         15855.8447         3       5285.2816     22.9483     .0000

Within Groups         478359.3970      2077        230.3127

                        Eta =  .1791    Eta Squared =  .0321
-------------------------------------------------------------------------------
```

50.36

```
Page  11       GRADE TEN                                      9/26/91

Summaries of   COGYR      COGAT Year Taken
By levels of   GROUP

                                               Mean    Std Dev    Cases

For Entire Population                       85.4891     1.9339     1922

GROUP             1  Non Integrated         85.6696     1.8132      575
GROUP             2  Integrated             85.6733     1.8366      303
GROUP             3  Magnet                 86.4324     1.5763      370
GROUP             4  Transfer               84.7344     1.9729      674

  Total Cases =     2353
Missing Cases =      431 OR  18.3 PCT.
------------------------------------------------------------------------------

Criterion Variable COGYR


                              Analysis of Variance

                           Sum of                 Mean
Source                     Squares       D.F.     Square          F      Sig.

Between Groups            742.1275          3   247.3758    73.6505     .0000

Within Groups            6442.1431       1918     3.3588

                        Eta =  .3214    Eta Squared =  .1033
------------------------------------------------------------------------------
```

50.37

```
Page  12        GRADE TEN                                      9/26/91

Summaries of    COGGR       COGAT Grade When Taken
By levels of    GROUP

                              Mean     Std Dev     Cases

For Entire Population                                 5.8918      1.6991      1922

GROUP                1  Non Integrated                6.1965      1.4832       575
GROUP                2  Integrated                    6.1617      1.4615       303
GROUP                3  Magnet                        6.5838      1.3733       370
GROUP                4  Transfer                      5.1306      1.8481       674

  Total Cases =     2353
Missing Cases =      431 OR  18.3 PCT.
------------------------------------------------------------------------------

Criterion Variable COGGR


                          Analysis of Variance

                             Sum of                     Mean
Source                      Squares         D.F.       Square          F       Sig.

Between Groups              643.2081           3     214.4027     83.8843    .0000

Within Groups              4902.2820        1918       2.5559

                         Eta =  .3406    Eta Squared =  .1160
------------------------------------------------------------------------------
```

50 .38

```
Page  13       GRADE TEN                                      9/26/91

Summaries of   COGNV       COGAT Non-Verbal Stnd Age Score
By levels of   GROUP

                                           Mean      Std Dev     Cases

For Entire Population                     93.0095    12.0830      1900

GROUP                1  Non Integrated    91.6972    11.4851       568
GROUP                2  Integrated        91.2601    11.9744       296
GROUP                3  Magnet            95.6612    11.6872       366
GROUP                4  Transfer          93.4463    12.5708       670

  Total Cases =     2353
Missing Cases =      453 OR  19.3 PCT.
------------------------------------------------------------------------------

Criterion Variable COGNV


                         Analysis of Variance

                        Sum of                    Mean
Source                  Squares       D.F.       Square          F       Sig.

Between Groups         4585.3896        3      1528.4632    10.6282     .0000

Within Groups        272666.4398     1896       143.8114

                   Eta =  .1286    Eta Squared =  .0165
------------------------------------------------------------------------------
```

50.39

```
Page  14       GRADE TEN                                      9/26/91

Summaries of   COGV      COGAT Verbal Stnd Age Score
By levels of   GROUP

                                               Mean    Std Dev    Cases

For Entire Population                       90.7117    11.7563     1911

GROUP              1  Non Integrated        87.4346    10.6445      573
GROUP              2  Integrated            88.7592    11.3366      299
GROUP              3  Magnet                93.4309    12.3681      369
GROUP              4  Transfer              92.8881    11.6877      670

  Total Cases =     2353
Missing Cases =      442 OR  18.8 PCT.
-----------------------------------------------------------------------------

Criterion Variable COGV


                        Analysis of Variance

                           Sum of                    Mean
Source                     Squares        D.F.      Square           F       Sig.

Between Groups          13195.5795          3     4398.5265     33.4465     .0000

Within Groups          250788.5503       1907      131.5095

                     Eta =  .2236    Eta Squared =  .0500
-----------------------------------------------------------------------------
```

50 .40

```
Page  15       GRADE TEN                                             9/26/91

Summaries of   COGQ       COGAT Quantitative Stnd Age Score
By levels of   GROUP

                                                  Mean     Std Dev     Cases

For Entire Population                           91.4958    12.7184      1906

GROUP                1  Non Integrated          89.3538    12.4926       571
GROUP                2  Integrated              89.0336    12.1815       298
GROUP                3  Magnet                  93.6902    13.0742       368
GROUP                4  Transfer                93.2138    12.4903       669

  Total Cases =     2353
Missing Cases =      447 OR   19.0 PCT.
------------------------------------------------------------------------------

Criterion Variable COGQ


                              Analysis of Variance

                           Sum of                    Mean
Source                     Squares        D.F.       Square           F        Sig.

Between Groups            8173.1443          3     2724.3814     17.2741     .0000

Within Groups           299973.3221       1902      157.7147

                        Eta =  .1629    Eta Squared =  .0265
------------------------------------------------------------------------------
```

50.41

```
Page  16       GRADE TEN                                          9/26/91

Summaries of   COGPRM     COGAT Primary Stnd Age Score
By levels of   GROUP

                                                    Mean     Std Dev     Cases

For Entire Population                            87.0000      2.8284         2

GROUP              2  Integrated                 85.0000       .0000         1
GROUP              4  Transfer                   89.0000       .0000         1

  Total Cases =    2353
Missing Cases =    2351 OR  99.9 PCT.
------------------------------------------------------------------------------

Criterion Variable COGPRM
                Too few cases - Analysis of Variance cancelled


* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
*
-------------------------------------------------------------------------------
```

APPENDIX TEN

CORRELATION OF THE MONTHS IN TRANSFER PROGRAM

WITH ACHIEVEMENT AND ATTITUDE

1991

51.1

```
       SPSS/PC+ The Statistical Package for IBM PC            11/7/91

No. of Months in Transfer Program --items and achievement data

Page  7  GRADE FOUR CORRELATIONS                             11/7/91

Correlations:  MTHSTRAN

  IT1          .0886
             ( 591)
             P= .031

  IT2          .0646
             ( 591)
             P= .117

  IT3          .0470
             ( 587)
             P= .256

  IT4          .0423
             ( 573)
             P= .312

  IT5          .0577
             ( 584)
             P= .164

  IT6          .0345
             ( 578)
             P= .408

  IT7          .0506
             ( 577)
             P= .225

  IT8          .0292
             ( 577)
             P= .484
```

51.2

```
Correlations:  MTHSTRAN

  IT9        .0603
          ( 581)
          P= .146

  IT10       .0410
          ( 573)
          P= .327

  IT11       .0582
          ( 582)
          P= .161

  IT12      -.0006
          ( 581)
          P= .989

  IT13       .0541
          ( 580)
          P= .193

  IT14      -.0175
          ( 583)
          P= .674

  IT15       .0363
          ( 582)
          P= .382

  IT16      -.0859
          ( 587)
          P= .037

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

IT17        .0200
          ( 585)
          P= .630

IT18        .0119
          ( 587)
          P= .773

IT19        .1021
          ( 590)
          P= .013

IT20        .0405
          ( 585)
          P= .328

IT21       -.0134
          ( 584)
          P= .747

IT22       -.0099
          ( 583)
          P= .811

IT23        .0096
          ( 576)
          P= .819

IT24        .0138
          ( 571)
          P= .741

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

51.4

```
Page 15  GRADE FOUR CORRELATIONS                          11/7/91

Correlations:  MTHSTRAN

 IT25          .0745
             ( 573)
             P= .075

 IT26         -.0334
             ( 581)
             P= .422

 IT27          .0206
             ( 579)
             P= .621

 IT28          .0815
             ( 588)
             P= .048

 IT29          .0278
             ( 586)
             P= .502

 TREADS        .0604
             ( 573)
             P= .149

 VOCABS        .0611
             ( 576)
             P= .143

 COMPRS        .0595
             ( 577)
             P= .154

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

```
Page 17  GRADE FOUR CORRELATIONS                          11/7/91

Correlations:  MTHSTRAN

  TMATHS       .0137
             (  563)
             P= .745

  CNCPTS       .0385
             (  574)
             P= .358

  COMPUTS      .0094
             (  572)
             P= .823

  MATHAPS     -.0060
             (  566)
             P= .887

  WRTSC       -.0264
             (  600)
             P= .519

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

5/.6

```
Correlations:  MTHSTRAN

 IT1          -.0585
             ( 662)
             P= .132

 IT2          -.0452
             ( 659)
             P= .246

 IT3           .0626
             ( 649)
             P= .111

 IT4          -.0072
             ( 658)
             P= .853

 IT5          -.0769
             ( 655)
             P= .049

 IT6           .0083
             ( 659)
             P= .832

 IT7          -.0524
             ( 664)
             P= .177

 IT8          -.0727
             ( 658)
             P= .062

 (Coefficient / (Cases) / 2-tailed Significance)

 " . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

  IT9          -.0247
              ( 657)
              P= .528

  IT10          -.0289
              ( 653)
              P= .461

  IT11          -.0183
              ( 661)
              P= .638

  IT12           .0470
              ( 653)
              P= .230

  IT13           .0370
              ( 660)
              P= .342

  IT14           .0262
              ( 658)
              P= .502

  IT15           .0290
              ( 660)
              P= .457

  IT16           .0269
              ( 654)
              P= .492

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

51.8

```
Correlations:  MTHSTRAN

 IT17        .0636
           (  650)
           P= .105

 IT18       -.0088
           (  665)
           P= .821

 IT19        .0153
           (  666)
           P= .693

 IT20       -.0456
           (  660)
           P= .242

 IT21        .0069
           (  654)
           P= .861

 IT22       -.0169
           (  652)
           P= .667

 IT23       -.0397
           (  658)
           P= .310

 IT24        .0048
           (  652)
           P= .903

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

  IT25          -.0612
               ( 656)
               P= .117

  IT26           .0087
               ( 655)
               P= .824

  IT27           .0555
               ( 648)
               P= .158

  IT28          -.0210
               ( 648)
               P= .593

  IT29          -.1235
               ( 650)
               P= .002

  IT30          -.0553
               ( 656)
               P= .157

  IT31           .0034
               ( 661)
               P= .931

  IT32          -.0211
               ( 657)
               P= .589

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

5/.10

```
Correlations:  MTHSTRAN

  IT33          -.0419
               ( 653)
               P= .285

  IT34          -.0001
               ( 644)
               P= .998

  IT35          -.0037
               ( 656)
               P= .925

  IT36           .0214
               ( 649)
               P= .587

  IT37          -.0019
               ( 662)
               P= .962

  IT38          -.0167
               ( 649)
               P= .670

  IT39           .0130
               ( 656)
               P= .739

  IT40          -.0004
               ( 650)
               P= .992

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

  IT41        .0261
            ( 651)
            P= .506

  IT42       -.0572
            ( 650)
            P= .145

  IT43       -.0034
            ( 654)
            P= .930

  IT44       -.0040
            ( 646)
            P= .918

  IT45        .1013
            ( 650)
            P= .010

  IT46       -.0286
            ( 647)
            P= .468

  IT47        .0216
            ( 658)
            P= .579

  IT48       -.0004
            ( 656)
            P= .993

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

51.12

```
Correlations:  MTHSTRAN

  IT49          -.0194
               ( 655)
               P= .621

  IT50          -.0027
               ( 642)
               P= .946

  IT51          -.0123
               ( 659)
               P= .753

  IT52           .0155
               ( 655)
               P= .692

  IT53          -.0433
               ( 655)
               P= .269

  TREADS         .0820
               ( 635)
               P= .039

  VOCABS         .0702
               ( 639)
               P= .076

  COMPRS         .0788
               ( 639)
               P= .046

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

```
Page 45   GRADE SIX CORRELATIONS                                11/7/91

Correlations:   MTHSTRAN

 TMATHS          .0498
             (  641)
             P= .208

 CNCPTS         -.0100
             (  643)
             P= .800

 COMPUTS         .0159
             (  647)
             P= .686

 MATHAPS         .0999
             (  645)
             P= .011

 WRTSC           .0024
             (  669)
             P= .951

(Coefficient  /  (Cases)  /  2-tailed  Significance)
```

```
IT1        .0368
        ( 664)
        P= .344

IT2        .0771
        ( 663)
        P= .047

IT3        .0714
        ( 655)
        P= .068

IT4       -.0289
        ( 659)
        P= .458

IT5       -.0252
        ( 653)
        P= .520

IT6        .0254
        ( 656)
        P= .516

IT7       -.0062
        ( 657)
        P= .874

IT8        .0198
        ( 655)
        P= .612

IT9       -.0174
        ( 661)
        P= .655

IT10       .0159
        ( 652)
        P= .686
```

```
IT11        -.0296
           ( 657)
           P= .449

IT12        -.0032
           ( 655)
           P= .935

IT13         .0266
           ( 661)
           P= .494

IT14         .0761
           ( 657)
           P= .051

IT15         .1237
           ( 659)
           P= .001

IT16        -.0116
           ( 654)
           P= .766

IT17         .0013
           ( 652)
           P= .975

IT18         .0677
           ( 659)
           P= .082

IT19        -.0176
           ( 663)
           P= .652

IT20         .0455
           ( 660)
           P= .243
```

51.16

```
Correlations:  MTHSTRAN

  IT21         -.0452
              ( 658)
              P= .247

  IT22         -.0323
              ( 653)
              P= .410

  IT23          .0178
              ( 660)
              P= .648

  IT24         -.0162
              ( 653)
              P= .680

  IT25         -.0572
              ( 659)
              P= .143

  IT26         -.1199
              ( 655)
              P= .002

  IT27          .0248
              ( 659)
              P= .525

  IT28          .0195
              ( 650)
              P= .620

 (Coefficient / (Cases) / 2-tailed Significance)

 " . " is printed if a coefficient cannot be computed
```

5/.17

```
Correlations:  MTHSTRAN

  IT29        .0145
             ( 654)
             P= .712

  IT30        .0192
             ( 658)
             P= .624

  IT31        .0620
             ( 657)
             P= .112

  IT32       -.0072
             ( 658)
             P= .854

  IT33       -.0017
             ( 659)
             P= .965

  IT34        .0061
             ( 656)
             P= .876

  IT35       -.0219
             ( 655)
             P= .576

  IT36        .0422
             ( 655)
             P= .281

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

51.18

```
Page 67   GRADE EIGHT CORRELATIONS                        11/7/91

Correlations:  MTHSTRAN

  IT37          .0297
              ( 661)
              P= .446

  IT38         -.0012
              ( 655)
              P= .975

  IT39          .0024
              ( 651)
              P= .951

  IT40         -.0343
              ( 658)
              P= .380

  IT41          .0342
              ( 655)
              P= .382

  IT42          .0431
              ( 657)
              P= .270

  IT43         -.0697
              ( 654)
              P= .075

  IT44         -.0555
              ( 649)
              P= .158

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

IT45         .0804
           ( 653)
           P= .040

IT46        -.0713
           ( 653)
           P= .069

IT47         .0591
           ( 655)
           P= .131

IT48         .0227
           ( 656)
           P= .562

IT49        -.0536
           ( 657)
           P= .170

IT50         .0718
           ( 653)
           P= .067

IT51         .0437
           ( 660)
           P= .263

IT52         .0638
           ( 657)
           P= .102

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

51. 20

```
Correlations:  MTHSTRAN

  IT53           .0173
               (  660)
               P= .658

  TREADS         .0431
               (  651)
               P= .272

  VOCABS         .0728
               (  653)
               P= .063

  COMPRS         .0273
               (  655)
               P= .485

  TMATHS        -.0233
               (  644)
               P= .556

  CNCPTS        -.0375
               (  655)
               P= .338

  COMPUTS       -.0466
               (  652)
               P= .235

  MATHAPS        .0377
               (  646)
               P= .339

  WRTSC          .0302
               (  665)
               P= .437
```

```
Page 85  GRADE TEN CORRELATIONS                          11/7/91

Correlations:  MTHSTRAN

 IT1          .0140
            (  660)
            P= .719

 IT2         -.0095
            (  660)
            P= .808

 IT3         -.0038
            (  645)
            P= .924

 IT4          .0177
            (  649)
            P= .652

 IT5         -.0346
            (  653)
            P= .377

 IT6          .0522
            (  651)
            P= .183

 IT7         -.0112
            (  659)
            P= .775

 IT8         -.0516
            (  655)
            P= .187

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

5/.22

```
Correlations:  MTHSTRAN

 IT9          -.0518
            ( 656)
            P= .185

 IT10         -.0463
            ( 651)
            P= .238

 IT11         -.0052
            ( 656)
            P= .895

 IT12         -.0110
            ( 648)
            P= .780

 IT13          .0208
            ( 658)
            P= .594

 IT14          .0216
            ( 658)
            P= .580

 IT15          .0704
            ( 659)
            P= .071

 IT16          .0282
            ( 654)
            P= .471

(Coefficient / (Cases) / 2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

51.23

```
Correlations:  MTHSTRAN

  IT17          -.0101
              (  656)
              P= .796

  IT18           .0394
              (  660)
              P= .313

  IT19          -.0224
              (  659)
              P= .567

  IT20           .0723
              (  659)
              P= .063

  IT21          -.0157
              (  653)
              P= .689

  IT22           .0046
              (  651)
              P= .907

  IT23           .0479
              (  646)
              P= .224

  IT24          -.0225
              (  648)
              P= .568

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

5/, 24

```
Correlations:  MTHSTRAN

  IT25         -.0174
             (  656)
             P= .656

  IT26         -.0400
             (  650)
             P= .309

  IT27          .0052
             (  655)
             P= .895

  IT28         -.0107
             (  653)
             P= .784

  IT29         -.0164
             (  652)
             P= .675

  IT30          .0291
             (  650)
             P= .458

  IT31          .0746
             (  658)
             P= .056

  IT32          .0327
             (  652)
             P= .404

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

51.25

```
Correlations:  MTHSTRAN

IT33        -.0190
          (  657)
          P= .626

IT34        -.0134
          (  651)
          P= .732

IT35        -.0599
          (  653)
          P= .126

IT36         .0028
          (  651)
          P= .942

IT37         .0498
          (  654)
          P= .203

IT38         .0423
          (  650)
          P= .282

IT39         .0248
          (  650)
          P= .529

IT40         .0573
          (  651)
          P= .144

(Coefficient  /  (Cases)  /  2-tailed  Significance)

" . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

 IT41          .0114
            ( 652)
            P= .771

 IT42         -.0022
            ( 653)
            P= .954

 IT43         -.1598
            ( 647)
            P= .000

 IT44         -.1248
            ( 650)
            P= .001

 IT45          .1066
            ( 651)
            P= .006

 IT46         -.0961
            ( 644)
            P= .015

 IT47         -.0250
            ( 655)
            P= .523

 IT48         -.0501
            ( 650)
            P= .202

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

```
Correlations:  MTHSTRAN

 IT49          -.0652
             (  656)
             P= .095

 IT50          -.0112
             (  656)
             P= .775

 IT51           .0630
             (  657)
             P= .107

 IT52          -.0149
             (  655)
             P= .704

 IT53           .0030
             (  658)
             P= .939

 TREADS         .0556
             (  636)
             P= .162

 VOCABS         .0483
             (  639)
             P= .223

 COMPRS         .0466
             (  641)
             P= .238

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed
```

5/.28

```
Page 99  GRADE TEN CORRELATIONS                                11/7/91

Correlations:  MTHSTRAN

 TMATHS       .0718
             ( 621)
             P= .074

 CNCPTS        .
             (   0)
             P= .

 COMPUTS       .
             (   0)
             P= .

 MATHAPS      .0117
             ( 104)
             P= .906

 WRTSC       -.0130
             ( 677)
             P= .735

(Coefficient / (Cases) / 2-tailed Significance)
```